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ABSTRACT

The purpose of this guide is to help school administrators, faculty, or other involved persons to measure a school's climate. Factors that create the climate, or total ambience of a school, include relationships of all within the school community, feelings and opinions about personal development and learning goals, and feelings and attitudes about the way the school operates. Examples are given of the ways to accomplish a measurement of school climate in six sequential steps: (1) developing a school climate assessment plan; (2) selecting and developing assessment instruments; (3) collecting school climate data; (4) compiling and analyzing the data; (5) reporting results of the climate assessment; and (6) using the results and planning for change. The appendix contains a collection of sample instruments that have been used in measuring school climate and related concepts. The instruments have been used to specifically assess school climate, group climate, the the principal's role. (JD)

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MEASURING SCHOOL CLIMATE

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California Evaluation Improvement Program

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Bill Honig, Superintendent of Public Instruction
Sacramento, California
1985

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MEASURING
SCHOOL CLIMATE

California Evaluation Improvement Program

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PREFACE

The California Evaluation Improvement Program is committed to developing materials to serve as a foundation for workshops designed to improve program evaluation practices in the California schools.

The basic manual is the Program Evaluator's Guide which provides information on the sequential steps essential to planning and implementing program evaluation. The Workbook on Program Evaluation is an instructional instrument designed to assist educators in planning and monitoring the procedures, techniques and methods of program evaluation.

Research has shown that positive school climate is an integral part of an effective school. This guide, Measuring School Climate, provides a process by which personnel can ascertain the existing level of school climate. The results of the study then can be incorporated into a plan of maintenance or a plan of change, depending on the outcome.

This is the first edition of this document and we invite you to assess its worth and utility. Comments and suggestions will be gratefully received.

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INTRODUCTION

In recent years a great deal of discussion has centered around the issue of school climate. There are several reasons for this growing attention:

1. School climate is often referred to in the school effectiveness research as being a powerful positive or negative factor.
2. School climate can be assessed and improvement approaches can be developed around the concept.
3. The concept of school climate has gained wide acceptance among many educators.
4. Positive school climate is a common element that the school community can understand and work towards.

The study of school climate has its roots in the world of business and industry. The work performed by both researchers and practitioners in the field of organizational climate laid the theoretical and practical foundation for the present state of the art associated with school climate. That the concept of school climate has come into its own, however, is made evident by perusing the bibliography of a recent article appearing in the Review of Educational Research (Anderson, 1982). Anderson cited more than 190 research books, articles, and papers -- most of which were directly related to school climate. In addition, countless technical bulletins, evaluation reports and other documents prepared by practitioners, rather than theoretical researchers, have appeared in recent years.

With all this work having already been done, you may be thinking that there is little left for you as you embark on the assessment of your school's climate. Unfortunately, this is not the case. To make your school climate assessment meaningful and useful it must be "custom-made" for your own situation. Only if a school climate assessment is designed to meet your own local needs will it be put to work by those local decision makers for whom it is intended. This is not to say that you will be unable to make use of the concepts, findings, procedures and instruments developed and employed by others. Rather, it is to say that your challenge is to select from existing or develop new processes best suited for your school community.

The purpose of this guide is to help you with this most important endeavor of measuring your school's climate. The guide presents a practical and systematic approach to gathering school climate information that would be both meaningful and useful. By making you aware of some of the previous work in the area of school climate and by providing you with a series of straight forward steps, this guide will assist you in planning and implementing your school climate assessment.

Why Measure School Climate?

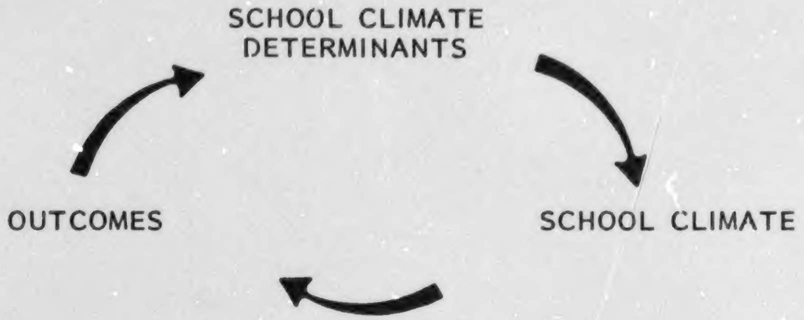
The question one must ask upon seeing all this work being done regarding school climate is, "Why measure school climate?" There are those, theoretical researchers for the most part, who pursue the school climate quest because they thirst for knowledge; they strive to advance our understanding of the human processes associated with education. The underlying notion being that school climate is a useful construct as they endeavor to gain added insight into what and why things happen in the school setting.

This noble purpose is only tangentially related to the interests of most participants in this workshop. In general, educational practitioners are interested in assessing school climate because many agree that it is related to student outcomes including cognitive and affective behavior. And since student outcomes is what schooling is all about, school climate has taken on great importance in the eyes of many. Therefore, the measurement of school climate in actuality represents a means to an end. School climate assessment provides information for developing and implementing action plans designed to improve student outcomes.

So, "Why measure school climate?" -- because it may serve as one of the many tools available to decision makers to enhance the educational experience of students.

Figure I below provides a rather simplified version of a model depicting the major components in the school climate equation. At the top of the triangle are the "determinants" - those antecedent factors that impact school climate. In a Phi Delta Kappa publication on improving school climate, Fox and his associates (1974) offered an examination of school climate determinants. They identified 18 features of a school's operation that largely determine the quality of that school's climate. Figure II summarizes their analysis. The "school climate" component is depicted as a global construct but, as will be discussed below, it is best viewed as being comprised of an array of factors. Finally, certain "outcomes" are affected by the climate of a school. Productivity (e.g., student achievement) and satisfaction (e.g., attitudes toward school) are often mentioned as two general classes of outcomes. Examples of more specific outcomes are depicted in Figure III.

FIGURE I
School Climate Cycle



As you can see in Figure I the process is of a cyclical nature. Rather than depicting the process as stopping with the outcomes, it is recognized that these consequences of school climate will feed back into the system to eventually impact on the antecedents of school climate. Therefore, a school climate intervention that yields positive outcomes can further enhance school climate; and, of course, the converse can be true also.

FIGURE II
School Climate Determinants

Process Determinants	Process Determinants	Material Determinants
Opportunities for Active Learning Individualized Performance Expectations Varied Learning Environments Flexible Curriculum and Extracurricular Activities Support and Structure Appropriate to Learner's Maturity Rules Cooperatively Determined Varied Reward Systems	Problem Solving Ability Improvement of School Goals Identifying and Working with Conflicts Effective Communications Involvement in Decision Making Autonomy with Accountability Effective Teaching-Learning Strategies Ability to Plan for the Future	Adequate Resources Supportive and Efficient Logistical System Suitability of School Plant

FIGURE III
School Climate Outcomes

Productivity	Satisfaction
Academic achievement	Sense of personal worth
Constructive attitudes	Pleasant place to learn and work
Clear values and purposes	Participation in school activities
Problem solving processes	Reduced vandalism/violence
	Improved attendance

What Is School Climate?

Before you set out to conduct an assessment of your school's climate it is essential that some kind of common understanding of the term exists among those people collecting and/or using the data. If your hope is to merely make use of the most commonly accepted definition of school climate found in the literature you are likely to be disappointed. There is no "one" definition of school climate that appears to be used consistently by individuals working with the construct. Because of that lack of agreement, this guide will not try to provide you with the definition of school climate. Reminding you again that your assessment plan must be locally determined, it will be up to you to derive a working definition of school climate. This guide will provide you with a variety of definitions/descriptions that have been offered by others. Review these definitions/descriptions and decide which one comes closest to your concept of school climate. Make modifications as needed to make this definition as useful as possible for your school climate assessment.

Arriving at a common understanding for the definition of school climate is an essential first step in the assessment process. Without this agreement as to what it is you are measuring your assessment effort will flounder. Later in the workshop you will engage in an activity to develop your school climate definition.

School Climate Definitions/Descriptions

Some definitions of school climate emphasize that it is the outcome or product of various factors.

- It is the result of the promotion of satisfactory and productive experiences, including a sensitivity toward basic human needs (Howell & Grahlman, 1978).
- School climate may be described as being formed by people's norms, beliefs and attitudes which impact on the conditions, events, and practices of the school environment. Climate not only concerns beliefs

and expectations about how people get along, but also how the organization, as a whole, works toward its goals -- how decisions get made, problems get solved and people get rewarded or punished within the organizational structure (Dumaresq & Blust, 1981).

Some definitions emphasize the affective nature of school climate.

- The climate of a school is the prevailing "feeling" or "personality" of the environment as influenced by human interaction, physical surroundings, organizational structures, and events (National School Resource Network, 1980).
- School climate is the feelings and opinions that members of a school community have about their school and how it operates (Massachusetts State Department of Education, 1977).
- School climate: "How does the school feel to students?" (Sagor, 1981).

Some descriptions of school climate view it as a collection of certain characteristics or qualities.

- School climate is the aggregate of social and cultural conditions which influence individual behavior in the school -- all of the forces to which the individual responds which are present in the school environment (Howard, 1980).
- School climate is the qualities of the school and the people in the school which affect how people feel while they are there (Howard, 1980).
- School climate is the measurable properties of an environment which (1) distinguish the organization from other organizations, (2) are relatively enduring over time, (3) are experienced by most organizational members, and (4) influence organizational members' attitudes toward certain organizational outcomes and strategies for achieving those outcomes (Zigarmi, 1981).

Some descriptions of school climate are quite unique.

- The climate of a school may be compared to the air we breathe -- we ignore it until it becomes noticeably offensive (Freiburg & Buckley, 1981).
- A school has its own vibrations and soul; different schools express tones of feeling that are both important and distinguishable from one another. These vibrations come from the interpersonal relationships in the school; they compose the school's "climate" (Schmuck, 1982).

These definitions/descriptions of the term school climate represent a variety of points of view. The purpose of presenting this diversity of perspectives is to assist you in developing a definition that will be acceptable for your purposes. As you review these various definitions consider not only the semantic differences but also the measurement implications that may be involved. The definition you develop will play a crucial role in determining the direction your assessment plan takes. However, this is just the first step in the process. We now turn from defining school climate to identifying the components of which it is comprised.

School Climate Components

As you could see in the previous section there was a lack of consensus on the definition of school climate. Such is the case of school climate factors or components as well. First, it should be pointed out that planning measurement procedures with a global concept like school climate is extremely difficult. Even if you can arrive at a locally accepted definition of school climate, you must dissect it for the purpose of making measurement decisions. Only after you have identified the components of school climate can you begin to plan how to measure it.

To assist you in the process of identifying your school climate components, examples of how others have done so are provided below.

Madoff & Genova, 1980

1. Relationships: Relationships involve feelings and opinions about how students, teachers, administrators, and parents get along with and support one another. Relationships include the following variables:
   a. Community - the level of friendship and mutual support school members feel toward each other.
   b. Accessibility and Receptivity - the availability and openess of school members to conversation and assistance about concerns.
   c. Involvement - the extent of school members' interest and participation in learning, social, and other school activities.
   d. Equal Treatment - the uniformity of members' opportunities and treatment in the school.
   e. Groupings - the extent to which group membership is a positive or negative experience in the school.
2. Personal Development: Personal development involves feelings and opinions about the directions and conditions of learning in the school. Personal development includes the following variables:
   a. Learning Orientation - extent for which learning and acquiring academic, vocational, and interpersonal skills are emphasized in the school.
   b. Expressiveness - the extent of originality, and open expression of ideas and feelings among school members.

   c. Goal Direction - the extent to which school members understand and accept what they are expected to accomplish, and provides a framework for focusing their efforts.

   d. Challenge - the level of difficulty of school members' goals and tasks, and the pace of effort required.

3. Organization: Organization involves feelings and opinions about the way the school operates. Organization involves the following variables:

   a. Dealing with Problems - the extent of identifying, analyzing, and resolving school problems when they arise.

   b. Order - the extent to which school rules reflect established legal procedures and are accepted by school members to maintain favorable learning conditions.

   c. Options - the extent of choices available to school members regarding goals, courses, levels of challenge, and social opportunities, for example.

   d. Influence Distribution - the extent to which school members contribute to decisions regarding rules, procedures, and options, for example.

Gillespie et al., 1979

1. Physical Environment: Color, noise, setting size, and population all have an impact.

2. Rules: Focus is on those rules that order the behavior of individuals; rule enforcement is a key problem in schools.

3. Attitudes: Shaped by physical environment and rules that guide behavior; attitudes that participants have about themselves and about their participation in school.

4. Decisionmaking Behaviors: They translate attitudes into action.

Anderson, 1982

1. Ecology: Physical/material variables in the school that are external to participants.

2. Milieu: Variables that represent characteristics of individuals in the school.

3. Social System: Variables that concern patterning of rules (formal and informal) of operating and interacting in the school.

4. Culture: Variables that reflect norms, belief systems, values, cognitive structures, and meanings of persons within the school.

Fox et al., 1974

1. Respect: Students should see themselves as persons of worth, believing that they have ideas, and that those ideas are listened to and make a difference. Teachers and administrators should feel the same way.

2. Trust: Trust is reflected in one's confidence that others can be counted on to behave in a way that is honest. They will do what they say they will do. There is also an element of believing others will not let you down.

3. High Morale: People with high morale feel good about what is happening.

4. Opportunities for Input: Not always can each person be as influential as he might like to be on the many aspects of the school's programs and processes that affect him. But every person cherishes the opportunity to contribute his or her ideas, and know they have been considered.

5. Continuous Academic and Social Growth: Each student needs to develop additional academic, social, and physical skills, knowledge, and attitudes.

6. Cohesiveness: This quality is measured by the person's feeling toward the school. Members should feel a part of the school. They want to stay with it and have a chance to exert their influence on it in collaboration with others.

7. School Renewal: The school as an institution should develop improvement projects. It should be self-renewing in that it is growing, developing, and changing rather than following routines, repeating previously accepted procedures, and striving for conformity. If there is renewal, difference is seen as interesting, to be cherished. Diversity and pluralism are valued. New conditions are faced with poise. Adjustments are worked out as needed.

8. Caring: Every individual in the school should feel that some other person or persons are concerned about him as a human being. Each knows it will make a difference to someone else if he is happy or sad, healthy or ill.

After reviewing these approaches to identifying school climate components, you should consider the arrangement of factors that is important for your assessment plan. Once school climate components are identified, the process of selecting measurement techniques can begin. Later in the guide you will engage in an activity to identify your school climate components.

School Climate Assessment Process

The school climate assessment process to be presented in this guide consists of six major steps (see Figure IV below). The first step is developing your school climate assessment plan. Included in this step are the preliminary processes such as forming the assessment team, defining school climate, developing your school climate questions and determining the information sources. The second step involves the selecting or developing of the instrument(s) to be used for measuring school climate. The third step consists of the actual data collection activities. Step four includes compiling and analyzing the data followed by step five which is reporting the results of the assessment. The final step in the process entails using the results to plan for change.

FIGURE IV

Steps in Measuring School Climate

1. Developing A School Climate Assessment Plan
    2. Selecting/Developing the Assessment Instrument
        3. Collecting School Climate Data
            4. Compiling and Analyzing the Data
                5. Reporting Results of the Climate Assessment
                    6. Using the Results and Planning for Change

STEP 1 - DEVELOPING A SCHOOL CLIMATE ASSESSMENT PLAN

STEP 2 - SELECTING/DEVELOPING THE ASSESSMENT INSTRUMENT

STEP 3 - COLLECTING SCHOOL CLIMATE DATA

STEP 4 - COMPILING AND ANALYZING THE DATA

STEP 5 - REPORTING RESULTS OF THE CLIMATE ASSESSMENT

STEP 6 - USING THE RESULTS AND PLANNING FOR CHANGE

STEP 1 - DEVELOPING A SCHOOL CLIMATE ASSESSMENT PLAN

It would be a most unfortunate mistake to rush into the school climate assessment without proper planning. Wasted resources, dissatisfied staff and students, useless data and no resulting actions are all possible outcomes if you plunge into implementation without devoting the necessary time and energy to planning your school climate assessment. You must avoid the temptation of running out and administering an available school climate survey without thinking through the purpose and information needs of your assessment. This section of the guide reviews the initial planning activities which make up the first general step of the school climate assessment process.

Forming a School Climate Assessment Team

Your first task is to form a team for planning and conducting your school climate assessment. The school climate assessment cannot be a one person effort. A unilateral assessment will most likely be incomplete and poorly received by the audiences to which the results will be reported. To ensure maximum use of your findings a school climate assessment team is highly recommended.

Those who assemble a school climate assessment team will have to be sensitive to the particular needs and customs of their school. But several criteria can help guide the decisions.

First, try to put together a team that will represent the various formal groupings in the school -- students, teachers, and support staff such as custodians and cafeteria workers. In addition, you should give serious consideration to inviting parents and community members to join the team. Once you decide on the groups that should be represented, establish systematic and fair procedures for selecting individual representatives from the various groups. The idea is to arrive at a team that will be broadly and genuinely representative of the whole school community.

Determining the number of representatives from each group to be on the team can also be tricky. Be sure that no one group, e.g., students, is overwhelmingly outnumbered by the others. It is also recommended that the size of the team be kept relatively small -- your school climate assessment team must truly be a working body and an excessive number of members can severely limit productivity.

Individuals who are interested in working on the school climate assessment team should have time, possess analytic, problem-solving, and communication skills, and be known for being fair-minded. Unless one team member understands data processing and statistical analysis, the team should have access to such a person.

Team members are likely to work harder at their tasks if incentives are provided by the school. For example, students could receive course credit; their work on the school climate assessment team could be recognized as equivalent to an elective course. Teachers could receive in-service credit, and teachers and students could have a description of their work written up as part of their experience record. In addition, team members could be given visibility and recognition for their work in the school community.

A team leader should be selected. This person will convene meetings, set agendas, serve as team spokesperson, and coordinate the team's work plan.

Finally, roles and responsibilities of team members must be clearly defined. Role ambiguity can often lead to unfulfilled expectations, dissatisfaction, unproductive meetings, diminished cooperation, tardiness and absenteeism and, eventually, lack of participation. In trying to avoid these negative consequences, every effort should be made to clarify what is expected of individual members, subcommittees and the school climate assessment team as a whole. Scope, as well as limits, of responsibility must be delineated.

In summary, to assemble a school climate assessment team you should:

1. Form a team made up of student, teacher, support staff, and administrator representatives; and, perhaps, parents and other community members.
2. Recruit individuals with interest, time, skills, and fairmindedness.
3. Provide incentives for members of the school climate team.
4. Select a team leader.
5. Define roles and responsibilities.

Defining What School Climate Means to You

Developing a Definition of School Climate

For each school and for each assessment project, the meaning of school climate should be stated. The definition of school climate will provide direction for the remainder of the assessment activities. The earlier section which presented examples of school climate definitions demonstrated the variety of perspectives that can be taken. Each of these have implications regarding how school climate is measured and what actions may be taken as a result of the assessment. Having formed your school climate assessment team you must now set out to develop an agreed upon definition of school climate. As part of this process, the focus, the limitations, and the assumptions which accompany the definition should also be clarified. Questions which can help this process might include:

- Is the emphasis to be upon the improvement of levels of satisfaction (e.g., attitudes, morale); levels of productivity (e.g., achievement), or both?
- Is the emphasis to be on processes selected to improve events or conditions or is it to be on outcomes which are expected as products within the environment?
- What audiences are being targeted for the assessment findings? What do different audiences expect as processes or products within the environment? How are judgments made about outcomes?

The definition which is proposed -- and the assumptions, limitations, and intended outcomes encompassed by that definition -- should be validated. The major type of validation is acceptance by the audiences which experience or judge the environment in question. Is the definition understood by these audiences? Is the definition acceptable to these audiences?

* * * * * * * * * * *

EXERCISE: Defining School Climate

Throughout today's session you will be applying the content of the workshop to your own actual or proposed school climate assessment project. The end result will be an outline of a plan for the assessment of your school's climate. To ensure that the assessment plan that you will be developing is built on a sound base, it is important to start out with a working definition of school climate.

To arrive at your definition of school climate, it is suggested that you review the definitions presented earlier in this guide (pp. 6-7). Examine these definitions to determine if any of them come close to your notion of what is meant by school climate. If you find one that appears to be useful, modify it to meet your own particular needs. If you cannot find an acceptable one, you may want to extract certain elements from several and combine them or develop a new definition that is unique to your situation. In addition, you should consider the validation process as well.

For this exercise, first develop your definition of school climate and write it in the space provided. After you have arrived at a proposed definition, list the audiences that you think should be involved in the process of validating it.

SCHOOL CLIMATE DEFINITION

____

____

____

____

____

____

VALIDATION AUDIENCES

______________ ______________

______________ ______________

______________ ______________

______________ ______________

* * * * * * * * * * *

Identifying School Climate Factors

Now that you have developed a school climate definition you are ready to begin to make decisions to focus your measurement efforts. The global definition of school climate that you developed provides general direction to your assessment project but something more specific is needed to decide what and how it is to be measured. This "something more specific" is the components or factors of school climate. Your next activity is to move from the global definition of school climate to components that comprise school climate. These components will represent the areas upon which your assessment will focus.

You will need to identify the key, or most important components of school climate for your school in order to select the areas to be assessed. Components can be identified by examining your school climate definition. The definition will often contain reference to the key school climate factors. Areas where you spend the most money, time and energy may also be considered key components. Reasons for success or problems should also be considered.

To determine your school climate components, it may be helpful for you to identify two or three general categories before you start listing the specific components. For example, you may want to group your components into the following categories: 1) social/personal, 2) organizational, and 3) physical.

* * * * * * * * * * *

EXERCISE: Identifying School Climate Components

After reviewing your school climate definition and the examples of school climate factors presented earlier in the guide (pp. 9-11), list the climate factors for your school. At this point do not try to limit the number of factors -- that will come later.

POSSIBLE SCHOOL CLIMATE COMPONENTS

* * * * * * * * * * *

Rating School Climate Components

Now that you have listed your components of school climate you will probably have to select the elements that you feel are the most important or most in need of assessment. The reason for this is that you probably will not have the resources to assess every facet of school climate at this time. You may already know at this point which components you want to assess. If you have a particular interest or curiosity about a specific aspect of school climate you may want to assess it. If there is controversy or uncertainty about one of the elements, that may be the area on which to focus. If some specific problem area has emerged you may want to assess it.

If you are not certain at this point which components to select, the following activity might help you. You will be rating each of the key elements you listed by answering four questions. After all the questions have been answered for each school climate component, add the ratings across the four columns. The components with the highest total will be the ones on which to focus your assessment.

* * * * * * * * * * *

EXERCISE: Rating School Climate Components

In the left hand column list those school climate components that you identified in the previous exercise. For each component listed, answer the four questions. Calculate the totals for each component in the right-hand column. A higher score indicates a greater need for assessment.

School Climate Components	Is a credible assessment of this component already taking place? 0 = "yes" 1 = "maybe, not sure how credible" 2 = "no"	Would you find additional information about this component helpful for making more informed decisions? 0 = "no" 1 = "possibly" 2 = "yes"	Is there any question about the status of this component at your school (doubt from inside or outside the program)? 0 = "no doubt" 1 = "some doubt/ question" 2 = "strong doubt/question?	Is there a specific request for information on this component? 0 = "no" 1 = "could be" 2 = "yes"	TOTAL

* * * * * * * * * * *

Formulating School Climate Assessment Questions

One can view school climate assessment as the process by which we obtain answers to questions about a school's climate. If we accept this perspective, then it is apparent that the formulation of assessment questions is a fundamental aspect of the measurement process. Because the assessment question determines the type of information obtained through the assessment, the development of useful and meaningful questions is essential to a successful school climate assessment.

The next activity in our school climate assessment process centers around the formulation of assessment questions. You only have to look at the various components of school climate to see that the scope of possible questions is rather wide. To gain the most benefit from your school climate assessment, asking questions that yield information useful to decision makers is very important. This portion of the guide is designed to help you formulate assessment questions that will yield information that can be used for school climate improvement planning.

It must be made clear at this point that the term assessment questions does not refer to specific survey items. The assessment questions are of a broader nature and are intended for planning purposes. Assessment questions are formulated for the various school climate components, then measurement procedures are developed to obtain information for answering those questions. Usually you will employ several survey items to collect information regarding a particular assessment question.

Developing Assessment Questions

The most useful assessment questions are those that are clearly stated, specific and relevant to those who make program decisions. If assessment questions are too vague or general, they will be difficult to answer because you will not know exactly what information is needed.

For example, by asking, "Do teachers communicate clear and challenging expectations to their students?", you will be looking for more detailed and ultimately helpful information than if you were to pose a general question such as, "Is communication in the school satisfactory?".

Questions that are indefinite and nonspecific do not really tell you how to begin to find the answer, and there is little assurance that you will be getting information that will actually help in the making of program changes or improvements.

To develop the questions for your school climate assessment, it will be helpful to organize them around the key elements that you have identified. In other words, for each element formulate assessment questions that when answered will provide you with information needed for your school climate improvement activities directed at that component.

Processes for Identifying School Climate Assessment Questions

When identifying school climate assessment questions, one should try to include all the potential audiences for the information that may result from the assessment project. This obviously will vary from school to school. It is suggested that the school climate assessment team identify the audiences which should be included in the process of developing and prioritizing assessment questions.

There are several ways of eliciting evaluation questions from audiences. One method is to provide audiences with a list of possible assessment questions. From that list, audiences can be asked to select those questions which are of major importance to them. The questions selected will make up the set to be included in the assessment plan.

A second method which can be used is the mock interview. This approach is based on role playing. During a mock interview, individuals are asked to express their concerns or areas of interest. These concerns or interests can then be translated into a series of questions.

A third and probably the most frequently used method, although not necessarily the most efficient, is a direct approach. This approach simply asks audiences to provide extemporaneously those questions that are of particular interest to them.

Regardless of the method used to generate assessment questions, every effort should be made to encourage the participation of the various audiences who will be using the information obtained through the assessment. If the number of assessment questions generated exceeds the number that can be adequately dealt with due to limited resources, then a procedure should be used to prioritize the questions. Be sure to have each of the decisionmaking audiences represented in the group that is involved in the priority setting exercise.

Types of School Climate Questions

The scope of possible questions to be asked is wide-ranging. Asking questions that are appropriate to your needs is important. Your school climate questions can be classified into two types. Descriptive questions ask for information about what is happening and how it works. Descriptive questions do not have "yes-no" answers.

Example -- Descriptive Questions

1. What percentage of the student body is active in school-related activities such as spirit clubs, academic clubs, drama, debate, etc.?
2. What kinds of care and abuse does the school campus receive from students and teachers?

3. What are the interactions between students and staff, staff and staff like?

The second type of question is judgment questions. These require that a value judgment be made. Judgment questions will help you consider a broader range of questions than may have first come to mind.

Example -- Judgment Questions

1. Is school climate inservice training adequate?
2. Is too much money being spent on positive reinforcement activities?
3. Is student leadership being used effectively?

Though it is not very important that you be able to categorize your questions by these two types, it is essential that you understand that school climate questions can take many forms. Do not feel restricted to one type of question. One variety is not better than the other. The important criterion to be applied is that when a question is answered it will provide you with usable and useful information.

Examples of School Climate Assessment Questions

Do teachers use an effective reward system to reinforce student behavior?

Do staff members work together to resolve curriculum and problem issues?

Does the staff show a high degree of acceptance of accountability processes?

Do the members of the school community seem to have a high level of cohesiveness?

Is the school seen as having a variety of learning environments?

Does the school have a flexible curriculum?

Are school rules cooperatively determined?

Is individual learning recognized?

Has a support structure been developed that is appropriate for the learner's maturity?

Are respect and trust evident in the school?

Is there a high level of morale in the school?

What kind of reaction to innovation is there in this school?

Is there adequate monitoring of student progress?

Is there recognition for student achievement and positive behavior?

* * * * * * * * * * *

EXERCISE: Formulating Assessment Questions

Think about your school climate components and develop possible assessment questions that may be of interest to the various audiences to receive the assessment findings. Remember that when formulating assessment questions you should consider the information that might be obtained. Only formulate questions that will yield potentially useful information. In the left-hand column, list your school climate components. In the space to the right formulate assessment question(s) for each of the components.

Components	Assessment Questions

* * * * * * * * * * *

Identifying Information Needed and Information Sources

Information Needed. Before you can decide from whom and how you will be collecting school climate assessment information, you must first determine the type of information to be collected. The determination of the information to be collected is directly dependent on the nature of the assessment question. The assessment information will serve as the answer to the question. Therefore, if the information does not directly address the question it is not fulfilling its intended purpose.

In addition to being tied to the assessment question, the information collected must be acceptable to those decision makers who will be using it. If the information users do not feel the information is appropriate it will probably not be put to work for making program decisions. A great deal of time, energy and resources will have been wasted. To preclude this from happening, information users should have an opportunity to review the questions and proposed information to be collected to ensure that it is acceptable to them. This verification procedure will save a great deal of trouble and anxiety when it comes time to report and apply the findings of your school climate assessment.

Information Sources. You probably will be gathering information from several different sources to answer your assessment questions. Teachers, aides, administrators, parents, students, members of the community, and school records, are all potential suppliers of information. Which sources you use depend on the nature of your assessment question.

You may use several sources of information or only one, depending on your question and available resources. If you have more than one question, you will probably need at least two sources. It is important to consider all sources of information so you do not overlook any important factors.

* * * * * * * * * * * *

EXERCISE: Identifying Information Needed and Sources

In the following exercise, write your assessment questions in the column on the left. For each question, identify the type of information needed to answer it and all the possible sources of information.

As you progress through your data collection planning, you can add or subtract sources of information as you consider availability, validity of information, and cost efficiency. You may find that some information sources may be too expensive or time-consuming to pursue and that some sources will be more reliable than others. Ultimately you should gather only the information you need from the most appropriate sources.

Assessment Questions	Information Needed	Possible Sources
EXAMPLE: How do students and staff feel when they are at school?	Attitudes of staff and students	staff students parents
1.		
2.		
3.		
4.		

* * * * * * * * * *

STEP 1 - DEVELOPING A SCHOOL CLIMATE ASSESSMENT PLAN

STEP 2 - SELECTING/DEVELOPING THE ASSESSMENT INSTRUMENT

STEP 3 - COLLECTING SCHOOL CLIMATE DATA

STEP 4 - COMPILING AND ANALYZING THE DATA

STEP 5 - REPORTING RESULTS OF THE CLIMATE ASSESSMENT

STEP 6 - USING THE RESULTS AND PLANNING FOR CHANGE

STEP 2 - SELECTING/DEVELOPING ASSESSMENT INSTRUMENTS

Types of Assessment Instruments

After you have identified the information required for your assessment questions and your potential sources of information, you need to select a way to obtain that information. Assessment instruments are the tools used to collect the needed information from the information sources. Four frequently used methods are discussed in this section. They include questionnaires, interviews, observations and existing records.

Which collection approach to use will depend greatly on your assessment question. If you want to know how your different sources feel about certain things, you will probably want to use interviews and questionnaires to gather data. If you want to know how certain people behave or how certain things function, you will want to use observations. Existing records are often used to show historical information or to document activities across time.

Different methods of collecting information yield different kinds of data, as you can see. You may want to use several different methods for one school climate assessment, or you may find that one method will be adequate. If you have several, diverse assessment questions, you will probably use several different methods to obtain your information.

The amount of time, money and personnel available to you can affect which methods you use and how many. Each method has its own characteristics and purpose for which it is best suited, as well as advantages and disadvantages that you should be aware of before selecting which to use.

Questionnaires

Instruments designed to measure opinions or attitudes and which require some kind of written response are called questionnaires or surveys. Questionnaires present each respondent with the same information. Responses are written or pictured choices. The format may be open-ended, allowing respondents to write their own response, or closed, requiring them to select only from response choices provided.

However, you are reminded that what you are actually obtaining are people's perceptions of conditions or events; this may or may not coincide with objective reality. Questionnaires have the following advantages and disadvantages which should be considered when selecting assessment instruments:

Advantages:

1. Can be administered to all respondents at once.
2. Can be mailed (thus requiring less administration time).
3. Respondents can answer on their own time.
4. Respondents can remain anonymous.
5. Responses will be relatively uniform.
6. Data are relatively objective, and can be summarized and interpreted statistically.

Disadvantages:

1. Respondent has little or no opportunity to get clarification of questionnaire items.
2. Responses depend on written skills and reading comprehension. If respondent has difficulty in reading or writing, answers may not be reliable or valid.
3. There is little or no opportunity to pursue interesting items or areas.
4. More impersonal than an interview.
5. Low rate of returns if mailed. Usually requires follow-up mailing. Data may be biased because of low return rate which results in a sample not representative of entire population.

Special Considerations for Questionnaires

1. Decide in advance how the information will be analyzed and used. This will affect the kinds of responses you will ask for.
2. Questionnaire responses by themselves are not "hard data." Precautions must be taken to ensure objectivity, confidentiality and appropriate analysis so you will have good hard data.
3. Follow-up plans are important to ensure greatest questionnaire return. Plan a follow-up memo, visit or phone call.

Interviews. Interviews essentially represent an oral administration of questionnaire items which require an oral response. The interviewer asks questions, takes notes, and asks for amplification or clarification. The resulting notes are later summarized into a more concise form. Basically, the same purposes discussed for questionnaires apply to interviews. The following advantages and disadvantages of interviews should be kept in mind when deciding upon an assessment instrument.

Advantages:

1. Questions that are hard to phrase in writing may be easier to express and explain orally.
2. Eliminates dependence on respondent's writing and reading skills.
3. Allows for establishment of rapport between interviewer and respondent. May increase honesty and depth of answers.
4. Interviewer can get information from voice inflections and nonverbal cues. Relates to values, attitudes, how strongly one "feels" about an issue.
5. Respondent can pursue responses until they are clear and complete.
6. Flexibility to rephrase questions, ask for clarification and meaning.
7. Rate of return is not an issue. Follow-ups on missing data are not needed.

Disadvantages:

1. Reliance on interviewer's interpersonal skills and communication ability. Interviewer must be a good communicator, nonthreatening, nonjudgmental.

2. Interviewer must be consistent and not distort meanings or connotations due to flexibility of expression.

3. Interviewers must be trained.

4. Interviewer biases may alter subject's responses.

5. Training interviewer(s) and collecting data is expensive and time-consuming.

6. Sample sizes will be smaller because of time and money costs.

7. Obtained data may be difficult to aggregate because of the variability of responses among those interviewed.

Special Considerations for Interviews

1. Establish a consistent method for recording responses.

2. Try to preserve responses "verbatim" (the exact words the respondents used) if possible.

3. Interviewers must have good interpersonal communication skills.

Observations. Observations consist of watching what is going on at a certain time and systematically coding or recording information about what is being observed. To be effective, observation instruments should be relatively easy to use, provide guidance to the observer, be limited to containing only needed data and conducive to analysis and summary.

With adequate training for observers and consistent application; observation can provide accurate and useful data about the occurrence of certain events of importance and the existence of certain conditions of interest. Regardless of the type of evaluation data to be collected, certain steps should be taken to ensure that consistent and accurate data result from the use of observation instruments. These steps are:

1 - Train raters in use of instruments.

2 - Have raters "try out" the instruments on a group similar to the one they will be observing (field test).

3 - Compare results of raters during field test stage.

4 - If the results are not the same, discuss dissimilarities and retrain raters or revise instrument.

5 - Repeat steps 2 through 4 until satisfactory results are obtained.

The following advantages and disadvantages associated with observation should be weighed when selecting your assessment instruments.

Advantages:

1. Gives relatively accurate accounts of actual occurrences.
2. Does not rely on observers' recall ability.
3. Yields factual (objective) data; does not rely on observer's judgments.
4. Can be used in a variety of settings and with various sample sizes.

Disadvantages:

1. Subjects' behaviors/actions may be altered because of the presence of an observer.
2. Observer may interpret/perceive behavior differently from those involved (e.g., "student hits another student" may be perceived as friendly or hostile).
3. Observers must be trained.
4. Inter-observer reliability: Not only must observers be trained, they must be fairly consistent among themselves.
5. Training observers and collecting data is expensive and time-consuming.
6. Sample sizes will be smaller because of time and money involved.

Special Considerations for Observations

1. Clearly define the behavior(s) to be observed. Clear definitions leave less doubt about interpretations of behaviors.
2. Develop a usable coding method or tally sheet to record information as it is observed.
3. Decide if it is more appropriate to record specific events each time they occur, or to record all that is happening at certain time intervals.
4. Decide if you are observing the behavior of an individual or the behavior of a group.
5. The observer(s) must be consistent and reliable. This involves training and practice.
6. It is better to observe for several short time periods (e.g., six 5-minute periods) than for one long one (e.g., one 30-minute period).

Existing Records. Often one can gain access to data which are readily available and which do not require formal data collection instruments. This can be done by collecting information from records that have already been compiled in some manner by others. Because the use of existing records is cost-effective, non-disruptive, and relatively unbiased, it should be encouraged as a practical tool when it can yield information relevant to the assessment questions. For school climate assessments, records of attendance, building maintenance, disciplinary actions, extra-curricular activity participation, etc. may yield useful information pertaining to assessment questions. The following advantages and disadvantages of utilizing existing records should be taken into account.

Advantages:

1. Wide variety of information is readily available.
2. Objective, unbiased information is obtained.
3. Relatively low cost is required to get information.
4. May not require professional staff to get information.

5. Data collection procedures do not themselves influence the results.

Disadvantages:

1. Records may be incomplete.
2. May take time and effort to extract necessary information.
3. Legal requirements (e.g., permission, confidentiality) may arise.
4. Recordkeeping may be extra work for those who have to do it.

Special Considerations for Existing Records

1. Decide ahead of time what records you will need, where they are located and how to gain access to them.
2. Determine if there are legal limitations or requirements to using the information you want.
3. Develop a system for recording the information gathered so that it will be easier to summarize later.
4. Take time to train the people collecting the information.

Considerations in Selecting Assessment Instruments

Identifying the appropriate instruments for your school climate assessment is one of the prime tasks involved in the preparation of a useful assessment plan. It is also one of the most difficult. The chief criterion for selecting appropriate instruments is whether or not they can provide the accurate and meaningful information needed to answer your assessment questions. Listed below are some of the important questions to consider in selecting your assessment instruments.

Does the instrument measure what it is supposed to measure?

This question refers to the validity of the assessment instrument.

If the instrument is administered more than once to similar groups, or the same group, will it yield consistent results?

This question refers to the reliability of the assessment instrument.

Is the instrument appropriate for use on the population to be assessed?

This question refers to the following:

- Grade level appropriateness
- Reading level appropriateness
- Ethnic appropriateness

Does the instrument yield objective data?

If it does not, how will you control for observed differences among those collecting the data?

Is the instrument easy to administer and score?

Who will be administering and scoring the instrument and what kind of expertise and/or training is necessary?

What time and resources are required to administer and score the instrument?

Individually administered instruments require more time and resources than instruments given to groups.

How disruptive is the administration of the instrument to the everyday operation of the school?

Will the instrument provide data which are useful and acceptable for decision making?

Is the cost of purchasing or developing the instrument reasonable and within the allocated budget?

Each of these questions should be carefully reviewed during the process of selecting appropriate assessment instruments.

In addition, the particular instrument to be selected must meet certain specific criteria which have to do with the content and the format of the instrument. The goal of this process is to select the instrument which will obtain the most useful information possible in an efficient and effective manner. The worksheet on the following page was designed to assist in the final selection of your school climate assessment instrument. Several members of the school climate assessment team should complete the worksheet(s). These individual ratings should be compared and discussions should lead to consensus on the specific instrument that will be used.

School Climate Assessment
INSTRUMENT SELECTION WORKSHEET

This worksheet is designed to assist in selecting the instrument best suited for your particular school climate assessment. Criteria are presented that should be considered when judging the various instruments being evaluated. You are encouraged to modify the worksheet by adding or deleting criteria based on your own local needs.

Enter the title of each instrument in one of the spaces at the top. For each instrument indicate its rating on each of the criteria listed. Use a 5 point scale (1 = lowest; does not meet criterion at all; 5 = highest; fully meets the criterion).

CRITERIA	INSTRUMENTS		
CONTENT			
1. Consistent with your school climate definition			
2. Addresses components selected for assessment			
3. Provides information needed for assessment questions			
4. Provides information not available from other sources; e.g., records, etc.			
5. Appropriate for targeted audiences.			
6.			
7.			
CONTENT TOTAL			
FORMAT			
1. As brief as possible			
2. Attractive appearance			
3. Clear and complete directions			
4. Understandable wording			
5. Terms defined when necessary			
6. Response categories provide for easy, accurate and unambiguous responses			
7. Questions in good psychological order			
8. Easy to tabulate & interpret results			
9.			
10.			
FORMAT TOTAL			
TOTAL SCORE			

Modifying Existing Instruments

Examples of every type of instrument discussed in this section exist somewhere. The assessment team which spends time searching for available instruments that will meet the needs of a particular assessment will usually be far ahead of the one which decides to start with a blank piece of paper and develop a custom-designed instrument. The development of good evaluation instruments is a much more exacting and demanding task than is often realized. Existing instruments can usually be adapted to meet the specific needs of a particular school climate assessment project. You are encouraged to review existing instruments and modify them for your own local assessment questions.

There are definite guidelines and rules to follow when modifying an instrument. Care must be taken to ensure that the format and items you are adding are consistent throughout the instrument. Specific rules to follow are discussed below.

1. Decide what parts of the instruments are most useful and what parts are least useful to you. Eliminate the parts that are not useful or are irrelevant. This may include entire sections as well as individual items.

2. Review the instruments you have modified and make sure the format, wording and directions are consistent. For example, if you use the directions from one instrument, make sure they also apply to any parts from other instruments or to any new items you have added.

3. When creating and inserting new items:

   a. Use phrasing that is consistent with existing items.

   b. Insert new items in logical places in the instrument (i.e., not necessarily at the end).

   c. Review items for clarity and conciseness (do not ask for two opinions in the same question).

   d. Eliminate items which have "expected" responses (for example, "Is program money spent conscientiously?" or "Do you prepare adequately for your classes?"). These may not give you useful information since people will answer them the way they are "suppose" to.

4. When writing open-ended items, try to give some structure without "pre-setting" someone's thinking about how to answer. For example, instead of asking "What is your opinion of the school climate?", you might instead ask, "List (or describe) two indications of a positive climate at our school. List two indications of a negative climate at our school."

5. Field test the modified instrument. Have a practice group use it and make comments. This kind of trial run will often locate unexpected problems such as unclear items, time needed to complete the instrument, etc.

Developing New Instruments

After reviewing existing instruments you may find that they are all either inappropriate for your uses or would require major revision. If so, you may want to develop your own instruments. The process of creating your own instruments has definite advantages and disadvantages. It would take quite a lot of time and careful attention to create an effective and valid instrument. On the other hand, if you do develop one, you will have a tool that meets your needs precisely.

A "custom-designed" instrument does not necessarily have to be long and complicated. What is important is that the information it elicits answers your evaluation questions. A questionnaire might be just as effective with five questions as it would be with twenty.

Designing the instrument so that you get what you want will take some thought and care. Certain guidelines need to be followed, and consideration given to appearance as well as content. If you intend to design your own instruments, use this checklist.

NEW INSTRUMENTS CHECKLIST

1. Introduction

   _____ a. Is the purpose of the instrument made clear?

   _____ b. Does the instrument state who wants the information and why?

   _____ c. Are provisions explained for ensuring anonymity and confidentiality?

   _____ d. Is there motivation or incentive to complete and return the instrument?

2. Format

   _____ a. Does the instrument look interesting?

   _____ b. Will it be convenient to tabulate or summarize the information?

_____ c. Are directions conveniently located?

_____ d. Is the instrument clearly printed?

_____ e. Is there adequate space provided for responses?

3. Directions

_____ a. Are the directions clear and concise?

4. Items

_____ a. Are all the items truly necessary?

_____ b. Do the items ask only what is necessary and what you cannot get by any other means?

_____ c. Does each item ask only one question?

_____ d. Are items clearly expressed? Do they use an appropriate reading level, correct grammar, and clear terminology? Are they to the point?

_____ e. Are items free from language biases or leading questions?

_____ f. Are items logically sequenced?

5. Responses

_____ a. Is it clear in what manner you want respondents to answer?

_____ b. Are response categories nonoverlapping?

_____ c. Do response categories cover the full range of possible answers?

STEP 1 - DEVELOPING A SCHOOL CLIMATE ASSESSMENT PLAN

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STEP 6 - USING THE RESULTS AND PLANNING FOR CHANGE

STEP 3 - COLLECTING SCHOOL CLIMATE DATA

Planning for your school climate data collection will help you complete the task as efficiently as possible. There are some basic considerations that should be addressed prior to the implementation of the data collection process:

- reproduction, dissemination and collection of instruments
- permission from and arrangements with district/school personnel who will provide or collect the data
- training administrators of instruments or interviewers, as needed
- preparation of a time schedule for all data collection activities
- provision for monitoring the data collection process

Collecting the data is a critical step. Without appropriate and accurate data the assessment process cannot continue. The data collection process should be planned with details for each activity, including, for example, names, dates, times, places, transportation methods, schedules, agendas, notices and reminders.

One important step in the data collection process is to prepare, in writing, a summary and timeline of some of the essential elements of the process. On the data collection worksheet provided, list your evaluation questions (developed earlier in this workshop process), list the source of the data, the method you have chosen, who will administer the instrument and your timeline for completing the task.

Completing the Data Collection Plan

The form on the following page was designed to help you plan your data collection activities. Complete your data collection plan according to the following instructions.

In the first column, record your assessment questions.

In the second column, record the type of information needed to answer each assessment question.

In the third column, record the information source from which you intend to get the information you need.

In the fourth column, record the instrument that will be used to collect the data. If you are modifying or creating a new instrument, be sure to account for that time in your plan.

The fifth and sixth columns identify who will collect the data and when. Observation and interviewing require some expertise to make sure they are administered consistently; you will want to be somewhat selective about your choice of data collection methods and the staff used to accomplish them.

Proper timing can also affect your results. Observations of students and staff on days before the start of a vacation may not be representative. Sending questionnaires to parents and others during summer months may yield fewer respondents. Making requests of personnel to record data during peak periods (report card time, for example) could cause problems. Timing considerations can sometimes make or break an evaluation.

Refer to your Data Collection Planning Worksheet as you proceed with your assessment activities and review it as necessary.

DATA COLLECTION PLANNING WORKSHEET

ASSESSMENT QUESTION	INFORMATION NEEDED	INFORMATION SOURCES	INSTRUMENT	WHO WILL ADMINISTER?	WHEN

STEP 1 - DEVELOPING A SCHOOL CLIMATE ASSESSMENT PLAN

STEP 2 - SELECTING/DEVELOPING THE ASSESSMENT INSTRUMENT

STEP 3 - COLLECTING SCHOOL CLIMATE DATA

STEP 4 - COMPILING AND ANALYZING THE DATA

STEP 5 - REPORTING RESULTS OF THE CLIMATE ASSESSMENT

STEP 6 - USING THE RESULTS AND PLANNING FOR CHANGE

STEP 4 - COMPILING AND ANALYZING THE DATA

Planning how to deal with your assessment information before you have even collected it may seem a bit premature. However, this step could influence your entire assessment process. You need to consider how you will be analyzing your data and to whom it will be presented. Thinking through these final procedures may reveal important information that could improve your assessment questions and data collection methods.

Summarizing and analyzing your information is a time-consuming process that requires careful handling. You may need to make arrangements in advance to have others help you, or you may have to adjust your own schedule to accommodate these activities. If you plan to analyze your results with the aid of a computer, you will probably need time to make necessary arrangements. Timelines, due dates and schedules of those involved in the presentation of your findings also need to be considered well in advance.

The most frequently used methods of summarizing data are discussed in the next two sections. After reading them, you should have an understanding of how to proceed with your assessment, collect the needed information and report the results in an appropriate and useful way.

Compiling Data

The first step in summarizing your data is to reduce it into a concise form without sacrificing important details. How to reduce or summarize the information collected using various assessment instruments is discussed in the remainder of this section.

Questionnaires

You may wish to use items on your questionnaires that require closed responses, which allow a respondent to select only from certain given answers. Responses such as "yes" or "no" and numerical values are examples of closed responses.

These answers can be tabulated on a tally sheet or by computer if you have access to one. If you are going to make use of a computer to analyze your data, it is highly recommended that you review your instrument with someone involved in data entry before final printing. This will help you avoid the painful discovery that your instrument is not properly formatted for computer processing. For hand-tabulation, the tally sheet can follow the same format as the questionnaire. After you have finished tallying responses, you can present the results in totals by adding the tally marks. You can also convert the numbers to percentages.

Example - QUESTIONNAIRE TALLY SHEET

	Yes	No	Uncertain
1. Are the goals of this school clear to you?	𝍸 ‖ 𝍸	||||	||||
	60%	20%	20%

Open-ended items, which may be used in questionnaires, interviews and observations, can be summarized using the following procedures and form.

In one column on a sheet of paper, write a short summary of the first response given and place a tally mark next to it. Each time a similar response is given in subsequent questionnaires, place another tally mark next to it. Whenever a unique response is given, summarize and tally it.

Example - OPEN-ENDED ITEM

Question: "How could the coordination between classroom teachers and the principal be improved?"

	Tally	Count	Percent
1. Would find shorter, more frequent meetings helpful	卌 卌	10	50%
2. Would prefer informal, one-to-one discussions instead of meetings	卌 |	6	30%
3. Schedule mandatory periodic meetings	||||	4	20%

After all responses have been tallied, summarize the statements that were mentioned most frequently. If there were a lot of unique responses, you may want to group them into categories so your summary is more concise.

If you are assessing more than one information source, you may want to summarize the results separately for each group. This can give you important and more specific information about each source. You can still add the separate tallies if you want to calculate totals for your whole group.

Interviews

If the interview uses closed responses, you can tally it as you would closed-response questionnaire items. If the interview allows open responses, list the responses and tally them as you would questionnaire open responses.

After you have tallied all answers, you can write a summary of all the responses to each question. You may also want to select some representative responses which exemplify a particular response category. These can be used to add "color" to your report.

Observations

Information collected by observation can be tallied as you would a questionnaire. If you used more than one observer as a check for consistency, you may wish to report the inter-rater reliability or correlation between the two sets of observations. (Methods for calculating this are described in many measurement textbooks).

Existing Records

Information extracted from existing files such as records of student progress, attendance reports or library check-out records, can be collected in a form that transfers easily to a tally sheet (see example). You can derive totals, percentages and group averages from tallies.

Example - DISCIPLINARY ACTIONS

Grade Level	Warning	Detention	Suspension
4	𝍸 𝍸	𝍷𝍷	𝍷
5	𝍸 𝍷𝍷𝍷𝍷	𝍷𝍷𝍷𝍷	𝍷𝍷𝍷
6	𝍸 𝍸	𝍷𝍷𝍷𝍷	

Analyzing Data

Data analysis is a separate process that follows the compilation and summarization of the data collected. A deliberate and thorough review of the data in relation to an assessment question should allow a detailed answer to the stated question. Tentative written interpretations and conclusions should be prepared to allow for a review by the climate assessment team members who are knowledgable about the school programs and the type of data collected. The analysis is enhanced by using a group process approach. The team review should be an open and honest "give and take" about the meaning of the data collected and the implications of the findings for the district/school. Consensus should be reached and the tentative interpretations accepted or rewritten.

The descriptive assessment question, "What percentage of the student body is active in school-related activities such as spirit clubs, academic clubs, drama, and debate?" would not evoke much discussion. However, the team would have to be supplied with the definition for "active" and with a complete list of "school-related activities" before it could agree on an answer to the question.

A judgment question such as, "Is student leadership being used effectively?" involves values of the school community that have to be considered. Also, there are different degrees of "effectiveness." Prior to the data analysis phase of the climate assessment, the instrument and level of acceptance for "effective" should have been identified. Using that information and considering the values of the school community, the team would be ready to discuss the findings and come to a conclusion. Also, the team might want to consider other data such as the student leadership potential that, as in most schools, is usually untapped. The analysis of a judgment question could produce a lively team meeting.

When you summarize data which are subjective -- dependent on the judgments of whomever is doing the analysis -- it is important to check summaries, impressions or conclusions. You can do this by reviewing results from observations and interviews with those who supplied the responses. You could also cross-check subjective results with other data which are less subjective (such as records). Discussing the results with those who were observed or interviewed will not only help verify your findings but may help ensure that your conclusions and recommendations will be accepted.

Analysis of the data is a step in which, as a by-product, a major part of the final report is written. The summary of the data collected and the written analysis of the data in relation to an assessment question are elements to be included in the formal report.

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EXERCISE: Analyzing Questionnaire Data

The CFK Ltd. School Climate Profile was designed to serve two main purposes: 1) to provide a means to assess a school's climate factors and determinants in order to identify priority targets for school improvement efforts, and 2) to serve as a benchmark against which a school may measure climate change. (see Fox et al., 1974 for further information on the CFK Ltd. School Climate Profile).

For each item in the instrument, the respondent is asked to answer twice: 1) "What is"; and 2) "What should be." Data collected thus allow an analysis of discrepancies that might be evident between respondents' values and the actual situation. The complete instrument is included in the appendix along with the summary form for displaying the profiles.

For this exercise the first part of the questionnaire is presented on the next two pages followed by an abbreviated summary form for developing profiles.

1. Respond to the items on the questionnaire.
2. For each section add your responses and put the number in the box on the questionnaire.
3. Enter the totals in the appropriate grid on the summary form.
4. Draw the profile on the summary form.
5. Identify the areas where a relatively positive climate exists.
6. Identify the areas where a problem is indicated.

* * * * * * * * * * * * * * * *

SCHOOL CLIMATE PROFILE

*(Copyright 1973)**

	What Is:				*What Should Be:*			
	Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4	Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4
I. *General Climate Factors:*								
A. Respect:								
1. In this school even low achieving students are respected.	___	___	___	___	___	___	___	___
2. Teachers treat students as persons.	___	___	___	___	___	___	___	___
3. Parents are considered by this school as important collaborators.	___	___	___	___	___	___	___	___
4. Teachers from one subject area or grade level respect those from other subject areas.	___	___	___	___	___	___	___	___
5. Teachers in this school are proud to be teachers.	___	___	___	___	___	___	___	___
B. Trust:		☐				☐		
1. Students feel that teachers are "on their side."	___	___	___	___	___	___	___	___
2. While we don't always agree, we can share our concerns with each other openly.	___	___	___	___	___	___	___	___
3. Our principal is a good spokesman before the superintendent and the board for our interests and needs.	___	___	___	___	___	___	___	___
4. Students can count on teachers to listen to their side of the story and to be fair.	___	___	___	___	___	___	___	___
5. Teachers trust students to use good judgement.	___	___	___	___	___	___	___	___
C. High Morale:		☐				☐		
1. This school makes students enthusiastic about learning.	___	___	___	___	___	___	___	___
2. Teachers feel pride in this school and in its students.	___	___	___	___	___	___	___	___
3. Attendance is good; students stay away only for urgent and good reasons.	___	___	___	___	___	___	___	___
4. Parents, teachers, and students would rise to the defense of this school's program if it were challenged.	___	___	___	___	___	___	___	___
5. I like working in this school.	___	___	___	___	___	___	___	___
D. Opportunity for Input:		☐				☐		
1. I feel that my ideas are listened to and used in this school.	___	___	___	___	___	___	___	___
2. When important decisions are made about the programs in this school, I, personnally, have heard about the plan beforehand and have been involved in some of the discussions.	___	___	___	___	___	___	___	___

	What Is:				*What Should Be:*			
	Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4	Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4
D. Opportunity for Input: (continued)								
3. Important decisions are made in this school by a governing council with representation from students, faculty, and administration.	___	___	___	___	___	___	___	___
4. While I obviously can't have a vote on every decision that is made in this school that affects me, I do feel that I can have some important input into that decision.	___	___	___	___	___	___	___	___
5. When all is said and done, I feel that I count in this school.	___	___	___	___	___	___	___	___
E. Continuous Academic and Social Growth:		☐				☐		
1. The teachers are "alive," they are interested in life around them; they are doing interesting things outside of school.	___	___	___	___	___	___	___	___
2. Teachers in this school are "out in front," seeking better ways of teaching and learning.	___	___	___	___	___	___	___	___
3. Students feel that the school program is meaningful and relevant to their present and future needs.	___	___	___	___	___	___	___	___
4. The principal is growing and learning too. He or she is seeking new ideas.	___	___	___	___	___	___	___	___
5. The school supports parent growth. Regular opportunities are provided for parents to be involved in learning activities and in examining new ideas.	___	___	___	___	___	___	___	___
F. Cohesiveness:		☐				☐		
1. Students would rather attend this school than transfer to another.	___	___	___	___	___	___	___	___
2. There is a "we" spirit in this school.	___	___	___	___	___	___	___	___
3. Administration and teachers collaborate toward making the school run effectively, there is little administrator-teacher tension.	___	___	___	___	___	___	___	___
4. Differences between individuals and groups (both among faculty and students) are considered to contribute to the richness of the school; not as divisive influences.	___	___	___	___	___	___	___	___
5. New students and faculty members are made to feel welcome and part of the group.	___	___	___	___	___	___	___	___
G. School Renewal:		☐				☐		
1. When a problem comes up, this school has procedures for working on it; problems are seen as normal challenges; not as "rocking the boat."	___	___	___	___	___	___	___	___

	What Is:				*What Should Be:*			
	Almost Never	Occasionally	Frequently	Almost Always	Almost Never	Occasionally	Frequently	Almost Always
G. School Renewal: (continued)	1	2	3	4	1	2	3	4
2. Teachers are encouraged to innovate in their classroom rather than to conform.	___	___	___	___	___	___	___	___
3. When a student comes along who has special problems, this school works out a plan that helps that student.	___	___	___	___	___	___	___	___
4. Students are encouraged to be creative rather than to conform.	___	___	___	___	___	___	___	___
5. Careful effort is made, when new programs are introduced, to adapt them to the particular needs of this community and this school.	___	___	___	___	___	___	___	___
H. Caring:		☐				☐		
1. There is someone in this school that I can always count on.	___	___	___	___	___	___	___	___
2. The principal really cares about students.	___	___	___	___	___	___	___	___
3. I think people in this school care about me as a person; are concerned about more than just how well I perform my role at school (as student, teacher, parent, etc.)	___	___	___	___	___	___	___	___
4. School is a nice place to be because I feel wanted and needed there.	___	___	___	___	___	___	___	___
5. Most people at this school are kind.	___	___	___	___	___	___	___	___
		☐				☐		

*CFK Ltd. School Climate Profile - reprinted with permission from CADRE

SUMMARY OF STAFF RESPONSES TO SCHOOL CLIMATE QUESTIONNAIRE

I. GENERAL CLIMATE FACTORS:

		Mean Score (What Is)	Almost Never 5	Occasionally 10	Frequently 15	Almost Always 20	Mean Score (What Should Be)
A.	Respect	( )					( )
B.	Trust	( )					( )
C.	High Morale	( )					( )
D.	Opportunity for Input	( )					( )
E.	Continuous Academic and Social Growth	( )					( )
F.	Cohesiveness	( )					( )
G.	School Renewal	( )					( )
H.	Caring	( )					( )

II. PROGRAM DETERMINANTS

		Mean Score (What Is)	Almost Never 5	Occasionally 10	Frequently 15	Almost Always 20	Mean Score (What Should Be)
A.	Active Learning	( )					( )
B.	Individual. Performance Expectations	( )					( )
C.	Varied Learning Expectations . . .	( )					( )
D.	Flexible Curriculum and Extracurricular Activities	( )					( )
E.	Support and Structure Appropriate to Learner's Maturity	( )					( )
F.	Rules Cooperatively Determined . .	( )					( )
G.	Varied Reward Systems	( )					( )

KEY: What Is _____
What Should Be ------

STEP 1 - DEVELOPING A SCHOOL CLIMATE ASSESSMENT PLAN

STEP 2 - SELECTING/DEVELOPING THE ASSESSMENT INSTRUMENT

STEP 3 - COLLECTING SCHOOL CLIMATE DATA

STEP 4 - COMPILING AND ANALYZING THE DATA

STEP 5 - REPORTING RESULTS OF THE CLIMATE ASSESSMENT

STEP 6 - USING THE RESULTS AND PLANNING FOR CHANGE

STEP 5 - REPORTING RESULTS OF THE CLIMATE ASSESSMENT

Once you have summarized the information you collected, you will need to plan your reporting procedures. The following information describes what you need to know to present an effective report.

1. State The Purpose

   The first step in reporting your results is to define the purpose of your school climate assessment, then describe the assessment questions. This will clarify your intentions to your audience.

2. Your Audience

   How you describe and present your findings will depend to a great extent on your audience. Details of the report, the level of language used and the kinds of graphics and charts displayed will vary according to your audience's needs. Those who make major decisions about your program may want more details than others.

3. Reporting Data

   Once you have analyzed your data and identified your audience, you need to select a technique for presenting your data summary. You can either describe your results or make comparisons.

   Descriptive data include:

   - Average response, or mean response to an item. In some cases, it might be appropriate to include the median (middle response) or the mode (the most frequent response).
   - Range of responses, or the two extremes of the distribution. (Example: The number of workshops attended ranged from 0 to 8). A more sophisticated but frequently reported measure of variability is the standard deviation. (Example: The average number of workshops attended was 3.8, with a standard deviation of 1.4).
   - Frequency distribution, or where the responses fell in-between the two extremes. Frequency counts and tally marks can give a visual impression of what the distribution looks like--where the middle might be, and if there were clusters of responses in certain places.

- Percent of responses in different categories, or at different intervals along the response continuum.
- Correlation coefficients can be presented to show the degree of relationship between two variables. (More specific information on this topic can be found in most introductory statistics or measurement textbooks.)
- Summaries of narrative data from interviews, questionnaires or anecdotal records.

Comparative data include such statistical methods as chi-square, t-tests, analysis of variance, multiple regression, etc. (Check a statistics book if you need specific information on these methods).

4. Methods of Presentation

When selecting a method of presentation, the important thing to remember is to present the information so that the audience can understand it. You can present your final results in writing, orally, using tables and figure displays or any combination of the above. You may want to develop a communication plan to identify the purposes of communication for each audience. Here are some questions your plan should answer:

- Does your audience set goals or policies?
- Does it decide levels of financial support?
- Does it plan instructional programs?
- What are its responsibilities and relationships with other audiences?
- What questions does it want answered?
- What statistics would it find meaningful?

After you have an idea of your audience's needs, you will be able to determine better how to present the information. Whether you are communicating in writing, orally or graphically, state clearly why you are presenting the information. It also helps to present your information in a logical order. To have the greatest amount of impact, present your information in person. Here is more detailed information about different methods of presenting the results of your school climate assessment.

Written reports. Reports made during the assessment process can be written or oral. The final report, however, is more formal and should be written though it may be accompanied by an oral presentation to certain audiences. You may need to design different formats with appropriate displays if you have different audiences.

> Advantages to written reports are: there are no time constraints on the audience, interpersonal skills are not important, and the data can be referred to as needed.
>
> Disadvantages are: there is no chance for immediate feedback, no way to clarify information, and a heavy dependence on writing and reading skills.

A suggested outline for the final report appears on the next page.

OUTLINE OF SCHOOL CLIMATE ASSESSMENT REPORT

A. Summary

B. Background

  1. What is school climate?
  2. Why are we measuring school climate (need)?
  3. What schools were assessed?

C. Description of assessment process

  1. Focus (evaluation questions)
  2. Instruments and procedures

D. Results and Conclusions

  1. List each assessment question and the results of the assessment related to that question.

E. Recommendations

  1. List strengths of the school(s) and how you plan to enhance these.
  2. List needed improvements and how you plan to make improvements (be as specific as possible).

Oral reports. Reports given at board meetings, parent meetings and staff meetings must be presented orally. These are generally shorter than the written report and do not have as much detail. Oral reports tend to include specific sections of the report in which the particular audience is interested. Credibility and verbal skills of the presenter are important when giving oral reports. An outline of the presentation would vary according to the audience. It could be based on the outline for the written report described above.

> Advantages of oral reports include: immediate feedback, instant clarification of audience questions, no dependence on writing or reading skills, and the possibility of good public relations.
>
> Disadvantages are: there is a strong dependence on interpersonal and communication skills, there are time constraints on both the presenter and the audience, and the amount of information presented is limited.

Table and Figure Displays. Table and figure displays should accompany both written and oral reports in most cases. A table is an arrangement of numbers, symbols and/or words usually presented as a matrix of columns and rows. A figure or graph is a means of showing relationships between two or more things by using interconnecting dots, lines, bars or symbols. Tables and figures simplify and clarify the messages being presented. They also consolidate and organize available information. Scattered information is difficult to understand and analyze; bringing it together from many viewpoints and organizing it in tables or figures makes data synthesis and analysis easier. If you have a lot of information to present, tables and figures can summarize it easily. Some rules to follow when using them include:

- Label tables and figures clearly
- Describe them in the text or explain them orally
- Determine whether tables or figures are the more appropriate means of presenting data for your particular audience

5. Timing

Just as each audience has its own information requirements, it also has its own schedule requirements. Some participants need reports while the program is in progress; others need only the final report. Common sense and feedback from participants will tell you when individuals and groups need specific information -- it must be timely in order to be acted upon.

* * * * * * * * * * * * * * * *

EXERCISE - Planning Your Presentation of Results

The chart below will help you in planning the presentation of your results. You can use it to outline your presentation of data, the methods you will use and the timelines for various audiences.

List each audience that will be receiving the information obtained for the school climate assessment. For each audience, fill in the next three columns on the worksheet. Indicate the appropriate type of analysis and data to be provided, the format and presentation methods, and timelines including the due date.

* * * * * * * * * * * * * * * *

AUDIENCE	DATA ANALYSIS TECHNIQUE	FORMAT AND PRESENTATION METHODS	TIMELINES/ DUE DATE

STEP 1 - DEVELOPING A SCHOOL CLIMATE ASSESSMENT PLAN

STEP 2 - SELECTING/DEVELOPING THE ASSESSMENT INSTRUMENT

STEP 3 - COLLECTING SCHOOL CLIMATE DATA

STEP 4 - COMPILING AND ANALYZING THE DATA

STEP 5 - REPORTING RESULTS OF THE CLIMATE ASSESSMENT

STEP 6 - USING THE RESULTS AND PLANNING FOR CHANGE

STEP 6 - USING THE RESULTS AND PLANNING FOR CHANGE

Whether you use oral or written reports, the importance of how you use the information cannot be emphasized enough. Too often the assessment process stops with the final data collection and reporting. Without planning for changes based on the information gathered, the assessment process becomes linked only to information seeking not information using for decision-making.

Reviewing the School Climate Assessment Process

In order to integrate the entire process for assessing school climate, please use the outline of the procedure on the following page, and check off each step after you have turned back to your worksheet activities (or text) for each one of these activities. This will take you through a review of the entire process.

School Climate Assessment Process

Completed

____ Step 1 - DEVELOPING A SCHOOL CLIMATE ASSESSMENT PLAN
  ____ Defining School Climate p. 19
  ____ Identifying School Climate Components p. 21
  ____ Rating School Climate Components p. 23
  ____ Formulating Assessment Questions p. 28
  ____ Identifying Information Needed and Sources p. 30

____ Step 2 - SELECTING/DEVELOPING THE ASSESSMENT INSTRUMENT
  ____ Instrument Selection Worksheet p. 42
  ____ Modifying Existing Instruments (review pp. 43-44)
  ____ Developing New Instruments (review pp. 45-46)

____ Step 3 - COLLECTING SCHOOL CLIMATE DATA
  ____ Data Collection Planning Worksheet p.51

____ Step 4 - COMPILING AND ANALYZING THE DATA (review pp. 53-64)

____ Step 5 - REPORTING RESULTS OF THE CLIMATE ASSESSMENT
  ____ Planning Your Presentation of Results p. 73

____ Step 6 - USING THE RESULTS AND PLANNING FOR CHANGE
  ____ School Climate Activities Worksheet p. 80
  ____ Preparing for Change Worksheet p. 82

Identifying School Climate Activites

The next step in using the results of the school climate assessment is to review the findings and identify school climate activities. These activities will be intended to either enhance already positive aspects of the school climate or to improve identified weaknesses. The worksheet below is designed to assist you in the process of identifying school climate activities.

For each assessment question briefly summarize the findings of the school climate assessment. Then, proceed to list the activities that, when implemented, would serve to improve the climate of your school. After the worksheet is completed for each of the assessment questions, then planning the implementation of activities will take place. Individuals responsible for implementation, resources required, timelines and other planning functions must be identified. The next section deals with certain aspects of the change process.

EXAMPLE: SCHOOL CLIMATE ACTIVITIES WORKSHEET

Assessment Question	Brief Summary of Findings	Activites Related to Findings
1.0 Do parents feel they know about our progress at Edgewood Elem.?	1.1 A survey of 400 parents of students and 20 community members who do not have children in our school revealed that 70% of those with children in our school and 30% of those who do not have children in our school reported they felt they knew about our progress at Edgewood Elementary.	1.1 Create a newsletter for the community about what we do at our school.
		1.2 Hold more consecutive functions at our school.
		1.3 Have teachers make five phone calls a month to community members who do not have children in our school.

SCHOOL CLIMATE ACTIVITIES WORKSHEET

Assessment Question	Brief Summary of Findings	Activites Related to Findings

Planning for Change

When the climate of a school has been determined, change will be required if there is a need to improve. Inservice and program change will be accepted differently by school staffs. Being sensitized to the roadblocks to change and the different levels of a staff's readiness for change wili facilitate the change process. For this reason, planning for change is included in the comprehensive approach to school climate assessment. The following worksheet is designed to help you prepare for the changes the needed improvements will require.

Identify each proposed school climate activity and then indicate the purpose of that particular activity. Next, explain how the staff will be prepared for this change -- list actions intended to prepare staff for change. Finally, describe how the change process will be monitored.

SAMPLE

PREPARING FOR CHANGE WORKSHEET

School Climate Activity	Purpose	How Will You Prepare Staff For Change?	How Will You Monitor Change Process?
1) Have teachers phone community members (five per month) to change the community awareness of what we are doing at Edgewood Elementary.	*Change teacher level of contact with community.*	*Explain need and purpose of activity to staff.* *Develop outlines/scripts for calls.* *Discuss potential problems.* *Discuss selection of people to be contacted.* *Role play.*	*Staff meeting discussion of the coversations the teachers have had with community members.*

PREPARING FOR CHANGE WORKSHEET

School Climate Activity	Purpose	How Will You Prepare Staff For Change?	How Will You Monitor Change Process?

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APPENDIX

The appendix contains a collection of sample instruments that have been used in measuring school climate and related concepts. The inclusion of the instruments in this guide does not represent an endorsement of them -- they were selected as examples of various approaches to collecting assessment information. It is suggested that the reader review them and assess their appropriateness for the specific needs of the particular assessment under consideration.

SAMPLE INSTRUMENTS

SECTION	CONCEPT
A	School Climate
B	Group Climate
C	Principal's Role

SECTION A

School Climate

SCHOOL CLIMATE PROFILE
(Copyright 1973)*

	What Is:				What Should Be:			
	Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4	Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4
I. *General Climate Factors:*								
A. Respect:								
1. In this school even low achieving students are respected.	___	___	___	___	___	___	___	___
2. Teachers treat students as persons.	___	___	___	___	___	___	___	___
3. Parents are considered by this school as important collaborators.	___	___	___	___	___	___	___	___
4. Teachers from one subject area or grade level respect those from other subject areas.	___	___	___	___	___	___	___	___
5. Teachers in this school are proud to be teachers.	___	___	___	___	___	___	___	___
B. Trust:		☐				☐		
1. Students feel that teachers are "on their side."	___	___	___	___	___	___	___	___
2. While we don't always agree, we can share our concerns with each other openly.	___	___	___	___	___	___	___	___
3. Our principal is a good spokesman before the superintendent and the board for our interests and needs.	___	___	___	___	___	___	___	___
4. Students can count on teachers to listen to their side of the story and to be fair.	___	___	___	___	___	___	___	___
5. Teachers trust students to use good judgement.	___	___	___	___	___	___	___	___
C. High Morale:		☐				☐		
1. This school makes students enthusiastic about learning.	___	___	___	___	___	___	___	___
2. Teachers feel pride in this school and in its students.	___	___	___	___	___	___	___	___
3. Attendance is good; students stay away only for urgent and good reasons.	___	___	___	___	___	___	___	___
4. Parents, teachers, and students would rise to the defense of this school's program if it were challenged.	___	___	___	___	___	___	___	___
5. I like working in this school.	___	___	___	___	___	___	___	___
D. Opportunity for Input:		☐				☐		
1. I feel that my ideas are listened to and used in this school.	___	___	___	___	___	___	___	___
2. When important decisions are made about the programs in this school, I, personnally, have heard about the plan beforehand and have been involved in some of the discussions.	___	___	___	___	___	___	___	___

	What Is:				What Should Be:			
	Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4	Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4
D. Opportunity for Input: (continued)								
3. Important decisions are made in this school by a governing council with representation from students, faculty, and administration.	___	___	___	___	___	___	___	___
4. While I obviously can't have a vote on every decision that is made in this school that affects me, I do feel that I can have some important input into that decision.	___	___	___	___	___	___	___	___
5. When all is said and done, I feel that I count in this school.	___	___	___	___	___	___	___	___
E. Continuous Academic and Social Growth:		☐				☐		
1. The teachers are "alive," they are interested in life around them; they are doing interesting things outside of school.	___	___	___	___	___	___	___	___
2. Teachers in this school are "out in front," seeking better ways of teaching and learning.	___	___	___	___	___	___	___	___
3. Students feel that the school program is meaningful and relevant to their present and future needs.	___	___	___	___	___	___	___	___
4. The principal is growing and learning too. He or she is seeking new ideas.	___	___	___	___	___	___	___	___
5. The school supports parent growth. Regular opportunities are provided for parents to be involved in learning activities and in examining new ideas.	___	___	___	___	___	___	___	___
F. Cohesiveness:		☐				☐		
1. Students would rather attend this school than transfer to another.	___	___	___	___	___	___	___	___
2. There is a "we" spirit in this school.	___	___	___	___	___	___	___	___
3. Administration and teachers collaborate toward making the school run effectively, there is little administrator-teacher tension.	___	___	___	___	___	___	___	___
4. Differences between individuals and groups (both among faculty and students) are considered to contribute to the richness of the school; not as divisive influences.	___	___	___	___	___	___	___	___
5. New students and faculty members are made to feel welcome and part of the group.	___	___	___	___	___	___	___	___
G. School Renewal:		☐				☐		
1. When a problem comes up, this school has procedures for working on it; problems are seen as normal challenges; not as "rocking the boat."	___	___	___	___	___	___	___	___

BEST COPY

	What Is:				What Should Be:			
	Almost Never	Occasionally	Frequently	Almost Always	Almost Never	Occasionally	Frequently	Almost Always
G. School Renewal: (continued)	1	2	3	4	1	2	3	4
2. Teachers are encouraged to innovate in their classroom rather than to conform.	___	___	___	___	___	___	___	___
3. When a student comes along who has special problems, this school works out a plan that helps that student.	___	___	___	___	___	___	___	___
4. Students are encouraged to be creative rather than to conform.	___	___	___	___	___	___	___	___
5. Careful effort is made, when new programs are introduced, to adapt them to the particular needs of this community and this school.	___	___	___	___	___	___	___	___
H. Caring:		☐				☐		
1. There is someone in this school that I can always count on.	___	___	___	___	___	___	___	___
2. The principal really cares about students.	___	___	___	___	___	___	___	___
3. I think people in this school care about me as a person; are concerned about more than just how well I perform my role at school (as student, teacher, parent, etc.)	___	___	___	___	___	___	___	___
4. School is a nice place to be because I feel wanted and needed there.	___	___	___	___	___	___	___	___
5. Most people at this school are kind.	___	___	___	___	___	___	___	___
II. *Program Determinants:*		☐				☐		
A. Active Learning:								
1. Required textbooks and curriculum guides support rather than limit creative teaching and learning in our school.	___	___	___	___	___	___	___	___
2. Students help to decide learning objectives.	___	___	___	___	___	___	___	___
3. Opportunities are provided under school guidance to do something with what is learned.	___	___	___	___	___	___	___	___
4. Teachers are actively learning, too.	___	___	___	___	___	___	___	___
5. This school's program stimulates creative thought and expression.	___	___	___	___	___	___	___	___
B. Individualized Performance Expectations:		☐				☐		
1. Each student's special abilities (intellectual, artistic, social, or manual) are challenged.	___	___	___	___	___	___	___	___
2. Teachers use a wide range of teaching materials and media.	___	___	___	___	___	___	___	___
3. The same homework assignment is not given to all students in the class.	___	___	___	___	___	___	___	___

	What Is:				What Should Be:			
	Almost Never	Occasionally	Frequently	Almost Always	Almost Never	Occasionally	Frequently	Almost Always
B. Individualized Performance Expectations:	1	2	3	4	1	2	3	4
4. All students are not held to the same standards.	___	___	___	___	___	___	___	___
5. Teachers know students as individuals.	___	___	___	___	___	___	___	___
C. Varied Learning Environments:		☐				☐		
1. Many opportunities are provided for learning in individual small-group settings as well as classroom-sized groups.	___	___	___	___	___	___	___	___
2. Students have opportunity to choose associations with teachers whose teaching styles are supportive of the student's learning style.	___	___	___	___	___	___	___	___
3. Teachers use a wide range of teaching materials and media.	___	___	___	___	___	___	___	___
4. The school program extends to settings beyond the school building for most students.	___	___	___	___	___	___	___	___
5. Teachers and administrators have planned individualized inservice education programs to support their own growth.	___	___	___	___	___	___	___	___
D. Flexible Curriculum and Extracurricular Activities:		☐				☐		
1. The school's program is appropriate for ethnic and minority groups.	___	___	___	___	___	___	___	___
2. Teachers experiment with innovative programs.	___	___	___	___	___	___	___	___
3. Students are given alternative ways of meeting curriculum requirements.	___	___	___	___	___	___	___	___
4. Teachers are known to modify their lesson plans on the basis of student suggestions.	___	___	___	___	___	___	___	___
5. Extracurricular activities appeal to each of the various subgroups of students.	___	___	___	___	___	___	___	___
E. Support and Structure Appropriate to Learner's Maturity:		☐				☐		
1. The school's program encourages students to develop self-discipline and initiative.	___	___	___	___	___	___	___	___
2. The needs of a few students for close supervision and high structure are met without making those students feel "put down."	___	___	___	___	___	___	___	___
3. The administration is supportive of students.	___	___	___	___	___	___	___	___
4. The administration is supportive of teachers.	___	___	___	___	___	___	___	___

	What Is:				What Should Be:			
	Almost Never	Occasionally	Frequently	Almost Always	Almost Never	Occasionally	Frequently	Almost Always
E. Support and Structure Appropriate to Learner's Maturity:	1	2	3	4	1	2	3	4
5. Faculty and staff want to help every student learn.	—	—	—	—	—	—	—	—
F. Rules Cooperatively Determine:		☐				☐		
1. The school operates under a set of rules which were worked out with students, teachers, parents, and administration all participating.	—	—	—	—	—	—	—	—
2. Rules are few and simple.	—	—	—	—	—	—	—	—
3. Teachers and their students together work out rules governing behavior in the classroom.	—	—	—	—	—	—	—	—
4. Discipline (punishment) when given is fair and related to violations of agreed-upon rules.	—	—	—	—	—	—	—	—
5. Most students and staff members obey the school's rules.	—	—	—	—	—	—	—	—
G. Varied Reward Systems:		☐				☐		
1. The grading system rewards each student for his effort in relationship to his own ability.	—	—	—	—	—	—	—	—
2. Students know the criteria used to evaluate their progress.	—	—	—	—	—	—	—	—
3. Teachers are rewarded for exceptionally good teaching.	—	—	—	—	—	—	—	—
4. The principal is aware of and lets staff members and students know when they have done something particularly well.	—	—	—	—	—	—	—	—
5. Most students get positive feedback from faculty and staff.	—	—	—	—	—	—	—	—
III. *Process Determinants*		☐				☐		
A. Problem Solving Ability:								
1. Problems in this school are recognized and worked upon openly; not allowed to slide.	—	—	—	—	—	—	—	—
2. If I have a school-related problem, I feel there are channels open to me to get the problem worked on.	—	—	—	—	—	—	—	—
3. People in this school do a good job of examining a lot of alternative solutions first, before deciding to try one.	—	—	—	—	—	—	—	—
4. Ideas from various ethnic and minority groups are sought in problem-solving efforts.	—	—	—	—	—	—	—	—

	What Is:				What Should Be:			
	Almost Never	Occasionally	Frequently	Almost Always	Almost Never	Occasionally	Frequently	Almost Always
A. Problem Solving Ability: (continued)	1	2	3	4	1	2	3	4
5. People in this school solve problems; they don't just talk about them.	—	—	—	—	—	—	—	—
B. Improvement of School Goals:		☐				☐		
1. This school has some goals as a school for this year and I know about them.	—	—	—	—	—	—	—	—
2. I have set some personal goals for this year related to school, and I have shared these goals with someone else.	—	—	—	—	—	—	—	—
3. Community involvement is sought in developing the school's goals.	—	—	—	—	—	—	—	—
4. The goals of this school are used to provide direction for progams.	—	—	—	—	—	—	—	—
5. The goals of this school are reviewed and updated.	—	—	—	—	—	—	—	—
C. Identifying and Working with Conflicts:		☐				☐		
1. In this school people with ideas or values different from the commonly accepted ones get a chance to be heard.	—	—	—	—	—	—	—	—
2. There are procedures open to me for going to a higher authority if a decision has been made that seems unfair.	—	—	—	—	—	—	—	—
3. This school believes there may be several alternative solutions to most problems.	—	—	—	—	—	—	—	—
4. In this school the principal tries to deal with conflict constructively; not just "keep the lid on."	—	—	—	—	—	—	—	—
5. When we have conflicts in this school, the result is constructive, not destructive.	—	—	—	—	—	—	—	—
D. Effective Communications:		☐				☐		
1. Teachers feel free to communicate with the principal.	—	—	—	—	—	—	—	—
2. I feel the teachers are friendly and easy to talk to.	—	—	—	—	—	—	—	—
3. The principal talks with us frankly and openly.	—	—	—	—	—	—	—	—
4. Teachers are available to students who want help.	—	—	—	—	—	—	—	—
5. There is communication in our school between different groups - older teachers and younger ones; well-to-do students and poorer ones; black aprents and white parents, etc.	—	—	—	—	—	—	—	—
		☐				☐		

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	What Is:				Should Be:			
	Almost Never	Occasionally	Frequently	Almost Always	Almost Never	Occasionally	Frequently	Almost Always
E. Ability to Plan for the Future:	1	2	3	4	1	2	3	4
1. In this school we keep "looking ahead;" we don't spend all our time "putting out fires."	___	___	___	___	___	___	___	___
2. Our principal is an "idea" man.	___	___	___	___	___	___	___	___
3. Parents and community leaders have opportunities to work with school officials at least once a year on "things we'd like to see happening in our school."	___	___	___	___	___	___	___	___
4. Some of the programs in our school are termed "experimental."	___	___	___	___	___	___	___	___
5. Our school is ahead of the times.	___	___	___	___	___	___	___	___
IV. *Material Determinants*		☐				☐		
A. Adequate Resources:								
1. There is sufficient staff in this school to meet the needs of its students.	___	___	___	___	___	___	___	___
2. The instructional materials are adequate for our school program.	___	___	___	___	___	___	___	___
3. Curriculum materials used in this school give appropriate emphasis and accurate facts regarding ethnic and minority groups, and sex roles.	___	___	___	___	___	___	___	___
4. Resources are provided so that students may take advantage of learning opporutnities in the community through field trips, work-study arrangements, and the like.	___	___	___	___	___	___	___	___
5. Current teacher salaries in this community give fair recognition of the level of professional service rendered by teachers to the community.	___	___	___	___	___	___	___	___
B. Supportive and Efficient Logistical System:		☐				☐		
1. Teachers and students are able to get the instructional materials they need at the time they are needed.	___	___	___	___	___	___	___	___
2. Budget making for this school provides opportunities for teachers to recommend and make judgments about priorities for resources needed in their program.	___	___	___	___	___	___	___	___
3. The support system of this school fosters creative and effective teaching/learning opportunities rather than hinders them.	___	___	___	___	___	___	___	___
4. Necessary materials, supplies, etc., for learning experiences are readily available as needed.	___	___	___	___	___	___	___	___

	What Is:				What Should Be:			
	Almost Never	Occasionally	Frequently	Almost Always	Almost Never	Occasionally	Frequently	Almost Always
B. Supportive and Efficient Logistical System: (continued)	1	2	3	4	1	2	3	4
5. Simple non-time-consuming procedures exist for the acquisition and use of resources.	___	___	___	___	___	___	___	___
C. Suitability of School Plant:		☐				☐		
1. It is pleasant to be in this building; it is kept clean and in good repair.	___	___	___	___	___	___	___	___
2. This school building has the space and physical arrangements needed to conduct the kinds of programs we have.	___	___	___	___	___	___	___	___
3. Students and staff are proud of their school plant and help to keep it attractive.	___	___	___	___	___	___	___	___
4. The grounds are attractive and provide adequate space for physical and recreational activities.	___	___	___	___	___	___	___	___
5. The equipment and furniture in this school are adequate for our needs.	___	___	___	___	___	___	___	___
		☐				☐		

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Summary Form of the CFK Ltd.
School Climate Profile

For ________________________________ School

Based on data summarized from ______________ respondents.
(State Role Group)

Almost Never 5 · Occasionally 10 · Frequently 15 · Almost Always 20

A. GENERAL CLIMATE FACTORS
1. Respect
2. Trust
3. High Morale
4. Opportunities for Input
5. Continuous Academic and Social Growth
6. Cohesiveness
7. School Renewal
8. Caring

B. PROGRAM DETERMINANTS
1. Opportunities for Active Learning
2. Individualized Performance Expectations
3. Varied Learning Environments
4. Flexible Curriculum and Extracurricular Activities
5. Support and Structure Appropriate to Learner's Maturity
6. Rules Cooperatively Determined
7. Varied Reward Systems

C. PROCESS DETERMINANTS
1. Problem-Solving Ability
2. Improvement of School Goals
3. Identifying and Working with Conflicts
4. Effective Communications
5. Involvement in Decision Making
6. Autonomy with Accountability
7. Effective Teaching-Learning Strategies
8. Ability to Plan for the Future

D. MATERIAL DETERMINANTS
1. Adequate Resources
2. Supportive and Efficient Logistical System
3. Suitability of School Plant

SCHOOL CLIMATE PROFILE

SUBCATEGORY		**PART A: GENERAL CLIMATE FACTORS**	**WHAT IS**				**WHAT SHOULD BE**			
			Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4	Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4
RESPECT/TRUST	1.	Students are treated with respect by teachers.	_	_	_	_	_	_	_	_
	2.	Students can count on teachers to listen to their side of the story and to be fair.	_	_	_	_	_	_	_	_
MORALE	3.	Students feel enthusiastic about learning in this school and enjoy coming to school	_	_	_	_	_	_	_	_
	4.	Staff enjoys working in this school.	_	_	_	_	_	_	_	_
INPUT	5.	I feel that my ideas will be listened to in this school.	_	_	_	_	_	_	_	_
	6.	Parents are considered by this school as important contributors.	_	_	_	_	_	_	_	_
CONTINUOUS ACADEMIC AND SOCIAL GROWTH	7.	Staff in this school are continually seeking ways to improve the educational program.	_	_	_	_	_	_	_	_
	8.	The school program is appropriate to students' present and future needs.	_	_	_	_	_	_	_	_
COHESIVENESS	9.	All staff works together to make the school run effectively.	_	_	_	_	_	_	_	_
	10.	Students would rather be at this school than transfer to another.	_	_	_	_	_	_	_	_
	11.	Staff would rather be at this school than transfer to another.	_	_	_	_	_	_	_	_

			WHAT IS				WHAT SHOULD BE			
			Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4	Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4
SCHOOL RENEWAL	12.	Teachers and administrators have planned inservice education programs to support their own growth.	_	_	_	_	_	_	_	_
	13.	Changes in educational programs are based upon the particular needs of this community and school.	_	_	_	_	_	_	_	_
CARING	14.	There is someone in this school upon whom I can rely.	_	_	_	_	_	_	_	_
	15.	The staff really cares about students.	_	_	_	_	_	_	_	_
	PART B:	**PROGRAM DETERMINANTS**								
OPPORTUNITY FOR LEARNING	16.	This school places enough emphasis upon reading, writing, and mathematics.	_	_	_	_	_	_	_	_
	17.	Each student's special abilities (intellectual, artistic, social or physical) are challenged.	_	_	_	_	_	_	_	_
INDIVIDUAL PERFORMANCE EXPECTATIONS	18.	Students know the basis for the evaluation of their classroom work.	_	_	_	_	_	_	_	_
	19.	Performance expectations are tailored to the individual student.	_	_	_	_	_	_	_	_
	20.	Teachers use a wide range of teaching materials and media.	_	_	_	_	_	_	_	_
VARIED LEARNING ENVIRONMENT	21.	Students have opportunity for learning in individual, small groups, and classroom groups.	_	_	_	_	_	_	_	_

		WHAT IS				WHAT SHOULD BE			
		Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4	Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4
	22. A student with special problems gets help.	_	_	_	_	_	_	_	_
FLEXIBLE CURRICULUM	23. Students are given alternative ways of meeting curriculum requirements.	_	_	_	_	_	_	_	_
	24. High School extracurricular activities and/or elementary enrichment activities appeal to all types of students.	_	_	_	_	_	_	_	_
SUPPORT TO LEARNER	25. The school's program encourages students to develop self-discipline and initiative.	_	_	_	_	_	_	_	_
	26. Students can get close supervision without feeling "put down."	_	_	_	_	_	_	_	_
RULES COOP DETERMINED	27. There are enough rules to run a good school.	_	_	_	_	_	_	_	_
	28. Staff enforces the rules fairly.	_	_	_	_	_	_	_	_
VARIED REWARD SYSTEMS	29. The staff lets students know when they have done something particularly well.	_	_	_	_	_	_	_	_
	30. Staff members are recognized when they do something well.	_	_	_	_	_	_	_	_

PART C: PROCESS DETERMINANT[illegible]

PROBLEM SOLVING ABILITY	31. People in this school solve problems, they don't just talk about them.	_	_	_	_	_	_	_	_

			WHAT IS				WHAT SHOULD BE			
			Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4	Almost Always 1	Frequently 2	Occasionally 3	Almost Never 4
	32.	If I have a school-related problem, I feel there are channels open to me to get the problem worked on.								
IMPROVE GOALS	33.	I can have a say in the development of this school's goals.								
	34.	This school has set goals as a school for this year, and I know about them.								
	35.	Goals of this school are periodically reviewed and updated.								
WORK WITH CONFLICTS	36.	In this school people with varied ideas or values get a chance to be heard.								
	37.	This school believes there may be several alternative solutions to most problems.								
EFFECTIVE COMMUNICATION	38.	Teachers are available to students who want help.								
	39.	Parents can get specific information about their child.								
	40.	Staff members and parents freely discuss problems and ideas with one another.								
INVOLVEMENT IN DECISION MAKING	41.	I have influence on the decisions within the school which directly affect me.								
	42.	Teachers are involved in deciding priorities in their programs.								

		WHAT IS				WHAT SHOULD BE			
		Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4	Almost Never 1	Occasionally 2	Frequently 3	Almost Always 4
	PART D: MATERIAL DETERMINANTS								
ADEQUATE RESOURCES	43. There are sufficient staff in this school to meet the needs of its students.	_	_	_	_	_	_	_	_
	44. The instructional materials are adequate for our school program.	_	_	_	_	_	_	_	_
SUPPORTIVE LOGISTICAL SYSTEM	45. Teachers and students are able to get the instructional materials they need at the time they are needed.	_	_	_	_	_	_	_	_
	46. Staff works together in selecting and using materials.	_	_	_	_	_	_	_	_
SCHOOL PLANT	47. It is pleasant to be on this campus, it is kept attractive and in good repair.	_	_	_	_	_	_	_	_
	48. The school has adequate space and facilities for its program	_	_	_	_	_	_	_	_

School Climate Survey

Several areas of concern that have an effect upon the school climate in our district have been identified. The items below have been prepared in order to identify those specific school climate factors in need of review. Please respond to the items listed below.

Please check your role group:

____ Board Member
____ Superintendent
____ Central Office Certificated
____ Central Office Classified
____ Principal/V.P.
____ Teacher
____ Classified Personnel
____ Teacher Associates

Please place a check mark in the area which best indicates your opinion by using the following key:

4 = Strongly Agree
3 = Agree
2 = Disagree
1 = Strongly Disagree
0 = Lack Information to Respond/Does Not Apply

Item	Response Mode				
	4	3	2	1	0
Philosophy/Goals					
1. The district's philosophy is used to provide direction for its educational programs.					
2. The goals of the schools are consistent with the goals of the Board/Superintendent.					
Policies/Priorities					
3. The policies of the Board are clearly defined.					
4. The role of the Board is clearly defined.					
5. Priorities are stated clearly for the district.					
6. Priorities are stated clearly for the schools.					

	Response Mode				
Item	4	3	2	1	0
Decision Making					
7. When major decisions are made at the school level I have the opportunity for input.					
8. When major decisions are made at the district level I have the opporunity for input.					
9. My input is considered prior to major decisions being made at the school level.					
10. My input is considered prior to major decisions being made at the district level.					
Communication					
11. The Board is responsive to the concerns of: - Superintendent - Principals - V.P. - Teachers - Classified - Parents/Community					
12. The Superintendent is responsive to the concerns of: - Board - Principals - V.P. - Teachers - Classified - Parents/Community					
13. The Principal is responsive to the concerns of: - Board - Superintendent - Teachers - Classified - Parents/Community					
14. There is adequate communication between various role groups.					

Item	Response Mode				
	4	3	2	1	0
15. While we don't always agree we can shar our concerns openly.					
16. Information disseminated from the district office is accurate and timely.					
Curriculum					
17. Classroom instructional units are up-to-date.					
18. Test scores are appropriately used to assess program accomplishments.					
19. The instructional materials are adequate for our school program.					
20. Instruction of students in the classroom is the highest priority in the district.					
21. Pupil accomplishment as viewed by the community is not based solely on test scores.					
Maintenance/Supplies					
22. The facilities are adequate to accomodate the district's instructional program.					
23. The maintenance of the facilities is adequate.					
24. Limited supplies are shared equally throughout the district.					
Staff Support					
25. The district's salary schedule is equitable.					

Item	Response Mode				
	4	3	2	1	0
Staff Support: (continued)					
26. Salaries are comparable to those in neighboring districts.					
27. District administrators encourage innovation, e.g., programs, teaching techniques, procedures.					
28. Principals encourage innovation, e.g., programs, teaching techniques, procedures.					
29. There is sufficient staff to meet the needs of the district's programs, e.g., instruction, maintenance, etc.					
30. The district provides professional development experiences for its personnel. - self renewal, i.e., courses, etc. - career advancement - inservices - job enrichment - activities individually chosen					
31. In this district I have a feeling that my job is secure.					
32. Staff members receive appropriate recognition for the performance of their duties.					
33. Performance standards are applied uniformly throughout the district.					
Comments/suggestions:					

/jg
11/10/82

SCHOOL SENTIMENT INDEX

Primary Level

Description and Rationale

This inventory consists of 37 questions to be read orally by the administrator. Pupils respond to each question by marking "yes" or "no" on specially-designed response sheets.

This self-report device attempts to secure, in a rather straightforward fashion, a child's responses to questions which pertain to five aspects of attitude toward school. Examples of each dimension (for which subscale scores may be obtained) are: (1) Teacher: "Is your teacher interested in the things you do at home?" (2) School Subjects: "Do you like to write stories in school?" (3) School social structure and climate: "Does your school have too many rules?" (4) Peer: "Do you like the other children in your class?" (5) General: "Is school a happy place for you to be?" From these examples it can be seen that if a child wished to answer untruthfully, in such a way that he would be viewed in a better light, it would not be too difficult to do so. Such tendencies to supply false responses can be minimized by utilizing as administrator a person other than the classroom teacher, and by administering the measure in such a way that the anonymity of the respondent is both

real and perceived.

Items representing each of the subscales are as follows:

Teacher: Items 1, 3, 7, 10, 16, 25, 27, 29

School Subjects: Items 9, 13, 14, 17, 19, 20, 33

Social Structure and Climate: Items 8, 12, 18, 21, 26, 36, 37

Peers: Items 2, 4, 11, 22, 23, 30, 31, 32

General: Items 5, 6, 15, 24, 28, 34, 35

Directions for Administration

The School Sentiment Index may be administered in a variety of ways:

1. The entire 37 items may be administered and a single score obtained, yielding a global estimate of attitude toward school.
2. The 37 items may be administered, but those representing each subscale scored separately, yielding information on the attainment of each objective.
3. Items in a subscale representing particular objectives of interest may be administered and scored separately.

The questions in the School Sentiment Index are to be read orally to the children; pupils respond by marking "yes" or "no" on the response sheets provided. Children of kindergarten age and above have been able to complete the measure in approximately 10-15 minutes, when the recommended practice activities have been used.

The following practice activities should be used prior to beginning the instrument to ensure that the children understand the procedure for indicating their responses:

1. On the chalkboard, draw a series of response boxes similar to those on the response sheets:

Yes	No	Yes	No
Yes	No	Yes	No
Yes	No	Yes	No

(Do not distribute the actual response sheets until you are ready to begin the measure.)

2. Clearly identify for the children the written words "yes" and "no." Have individual children identify the words; confirm the correctness of each child's responses.
3. Demonstrate the proper marking of the responses (yes, no). Emphasize that only one word is to be marked in each box.
4. Have different children come to the board to answer as many of the following practice items as are deemed necessary. With children who can already discriminate between "yes" and "no" responses, few, if any, of these practice exercises may be needed.
    a. Are you a child?
    b. Are you a train?
    c. Do you have a brother?
    d. Do you like to sing?
    e. Do birds fly?
    f. Do you have a dog?

To complete the measure, each child will need the following materials:

1. Three response sheets, each of a different color (for purposes of scoring as well as ease of administration) and each containing ten response boxes. It may be helpful to fold each sheet in half lengthwise, printed side out, so children see only one column at a time.
2. A pencil or crayon.

Two methods of identifying the response boxes are provided. The pictures on the left in each box may be used with children who are unable to identify the numerals 1-40. If the pictures are used, they should be identified before beginning the instrument. The pictures are: face, star, bell, cat, telephone, flower, clown, house, dog, umbrella. When administering the instrument, the administrator should check on each item to make sure children are responding "in the box with the ...." Children who are able to read numerals may prefer to use these rather than the pictures; numerals are located in the upper righthand corner of each box. The administrator should identify the correct numeral before and after reading each question.

Remind the children that for many questions, either answer may be correct although only one answer will be correct for a particular child. Therefore, they need not worry if another child's response is different from their own.

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Do not permit the children to verbalize their answers when responding.

In some cases, administration may be easiest if conducted with a small group of students at a time, rather than with the entire class at once.

Scoring

Pupils will receive one point for each positive response, that is, for each "yes" or "no" response which indicates

1. favorable attitude toward teacher (teacher subscale).
2. favorable attitude toward activities in various subject areas (school subjects subscale).
3. favorable attitude toward the social structure and climate of the school (social structure and climate subscale).
4. favorable attitude toward peer relations in the school context (peer subscale)
5. favorable attitude toward the general notion of "school" (general subscale).

Responses to be scored as positive are indicated in the scoring guide. Scoring templates may be prepared by cutting out the positive responses on an answer sheet, and student responses scored by placing the template over the student's response sheet.

Pupil scores may be obtained by counting the number of positive responses given by each pupil, for the entire measure or for a particular subscale. An average score for a group of pupils may be computed by summing the pupils' individual scores and dividing by the number of pupils in the group.

Scoring Guide

1.	yes
2.	no
3.	yes
4.	no
5.	yes
6.	no
7.	no
8.	yes
9.	yes
10.	no
11.	yes
12.	no
13.	yes
14.	yes
15.	yes
16.	yes
17.	yes
18.	yes
19.	yes
20.	yes
21.	no
22.	no
23.	yes
24.	no
25.	no
26.	yes
27.	no
28.	yes
29.	no
30.	no
31.	yes
32.	yes
33.	yes
34.	no
35.	no
36.	yes
37.	yes

SCHOOL SENTIMENT INDEX

Primary Level

Questions:

(face)	1.	Is your teacher interested in the things you do at home?
(star)	2.	When you are trying to do your schoolwork, do the other children bother you?
(bell)	3.	Does your teacher care about you?
(phone)	4.	Do other children get you into trouble at school?
(flower)	5.	Do you like being at school?
(clown)	6.	Would you be happier if you didn't have to go to school?
(house)	7.	Does it bother you because your teacher doesn't give you enough time to finish your work?
(dog)	8.	Are the grown-ups at school friendly toward the children?
(umbrella)	9.	Do you like to read in school?
(face)	10.	When you don't understand something, are you usually afraid to ask your teacher a question?
(star)	11.	Are the other children in your class friendly toward you?
(bell)	12.	Are you scared to go to the office at school?
(cat)	13.	Do you like to paint pictures at school?
(flower)	14.	Do you like to write stories in school?
(clown)	15.	Is school fun?
(house)	16.	Does your teacher like to help you with your work when you need help?

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(dog)	17.	Do you like doing arithmetic problems at school?
(umbrella)	18.	Are the rooms in your school nice?
(face)	19.	Do you like to learn about science?
(star)	20.	Do you like to sing songs with your class?
(bell)	21.	Does your school have too many rules?
(cat)	22.	Do you usually do what other children want to do instead of what you want to do?
(phone)	23.	Do you like the other children in your class?
(flower)	24.	Would you like to be somewhere other than school right now?
(clown)	25.	Does your teacher like some children better than others?
(house)	26.	Do other people at school really care about you?
(dog)	27.	Does your teacher yell at the children too much?
(umbrella)	28.	Do you like to come to school every day?
(face)	29.	Does your teacher get mad too much?
(star)	30.	Do you feel lonely at school?
(bell)	31.	Do you have your own group of friends at school?
(cat)	32.	Do your classmates listen to what you say?
(phone)	33.	Do you like to learn about other people?
(flower)	34.	Do you wish you could stay home from school a lot?
(clown)	35.	Is school boring?
(house)	36.	Are there a lot of things to do at school?
(umbrella)	37.	Do nice things happen at your school every year?

1

YES NO

2

YES NO

3

YES NO

4

YES NO

5

YES NO

6

YES NO

7

YES NO

8

YES NO

9

YES NO

10

YES NO

11

YES NO

12

YES NO

13

YES NO

14

YES NO

15

YES NO

16

YES NO

17

YES NO

18

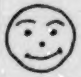
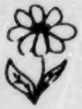
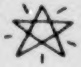
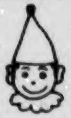
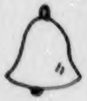
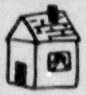
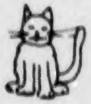
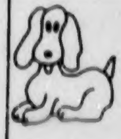
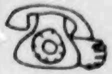
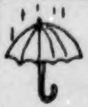
YES NO

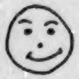
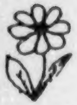
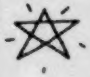
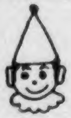
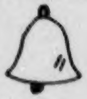
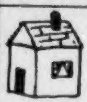
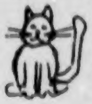
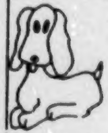
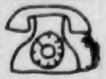
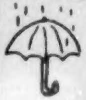
19

YES NO

20

YES NO

 21 YES NO	 26 YES NO
 22 YES NO	 27 YES NO
 23 YES NO	 28 YES NO
 24 YES NO	 29 YES NO
 25 YES NO	 30 YES NO

 31 YES NO	 36 YES NO
 32 YES NO	 37 YES NO
 33 YES NO	 38 YES NO
 34 YES NO	 39 YES NO
 35 YES NO	 40 YES NO

SCHOOL SENTIMENT INDEX

Intermediate Level

Description and Rationale

In this inventory, students respond by marking "true" or "untrue" to a series of statements regarding school, to indicate whether or not each statement is true for them. The statements involve student perceptions of, or attitudes toward various aspects of school, rather than a mere objective reporting of these aspects.

This self report device attempts to secure, in a rather straightforward fashion, a student's responses to statements pertaining to five aspects of attitude toward school. Examples of each dimension (for which subscale scores may be obtained) are: (1) Teacher: "My teacher makes sure I always understand what she wants me to do." (mode of instruction), "My teacher treats me fairly." (authority and control), "I like my teacher." (interpersonal relationships) (2) Learning: "I would rather learn a new game than play one I already know." (3) Social structure and climate: "The principal of my school is friendly toward the children." (4) Peer: "I really like working with the other children in my class." (5) General: "I often get headaches at school." From these examples it can be seen that if a student wished to answer untruthfully, in such a way that his responses might be viewed in a better light, it would not be too difficult to do so. Such tendencies to supply false responses can be minimized by utilizing as the administrator a person other than the classroom teacher, and by administering the measure in such a way that the anonymity of the respondent is both real and perceived.

Items representing each subscale are as follows:

Teacher:

Mode of Instruction: Items 2, 7, 9, 14, 16, 23, 29, 35, 46, 57, 60, 65

Authority and Control: Items 6, 21, 28, 31, 34, 39 48, 53, 56, 59, 63, 64

Interpersonal Relationships with Pupils: Items 3, 10, 18, 25, 37, 43, 51, 66, 67, 68, 69, 70

Learning: Items 24, 38, 44, 52, 73, 74, 75, 76, 77, 78

Social Structure and Climate: Items 5, 12, 13, 20, 27, 33, 41, 45, 49, 55, 62

Peer: Items 1, 8, 15, 22, 30, 36, 42, 47, 50, 61, 71, 72

General: Items 4, 11, 17, 19, 26, 32, 40, 54, 58, 79, 80, 81

Directions for Administration

The School Sentiment Index may be administered in a variety of ways:

1. The entire 81 items may be administered and a single score obtained yielding a global estimate of attitude

toward school.

2. The 81 items may be administered, but those representing each subscale scored separately, yielding information on the attainment of each objective.
3. Items in a subscale representing particular objectives of interest may be administered and scored separately.

It is expected that students will be able to answer the 81 statements in approximately 20-30 minutes. If the administrator feels that the students' reading capabilities will prohibit their completing the measure in this time period, the statements should be read orally to the students.

Before beginning the measure, the directions should be read orally to the students. Make sure students understand the meaning of "true" and "untrue."

If the instruments are to be hand scored, the answer sheet provided may be used. If machine scoring is available and is to be used, responses should be recorded on the appropriate answer sheets; additional instruction in the use of these answer sheets may be necessary.

Emphasize that there are no "right" or "wrong" answers. Remind the students that they are not to write their names on the answer sheets. If additional information is needed from students, such as their class or school, instruct them to write this information on the answer sheet.

If students ask questions regarding interpretations of the statements, emphasize that the measure calls only for general feelings regarding each statement.

Scoring

Scores may be obtained by counting one point for each positive response; that is, for each "true" or "untrue" response which indicates

1. favorable attitude toward aspects of teacher behavior (teacher subscale).
2. expressed tendency to approach rather than avoid learning-related activities (learning subscale).
3. favorable attitude toward the social structure and climate of the school (school social structure and climate subscale).
4. favorable attitude toward peer relations in the school context (peer subscale).
5. favorable attitude toward the general notion of "school" (general subscale).

The positive responses for each subscale are indicated on the scoring guide.

For hand scoring, a scoring template may be prepared by punching out each positive response on the scoring guide (for all items, or for only those items in the subscale(s) of interest). The template may then be placed over the student's response sheet, and the number of responses appearing through the punched holes recorded.

Average scores for a group of students, for the entire measure or for a particular subscale, may be computed by summing the scores for all pupils and dividing by the number of pupils in the group.

SCHOOL SENTIMENT INDEX

Intermediate Level

Directions: On your answer sheet please show whether each of these sentences is true or untrue *for you* by marking A (true) if the sentence is true or B (untrue) if it is *not* true.

For example:

	A True	B Untrue	
1.	○	●	1. My class is too easy.
2.	True ●	Untrue ○	2. I'd like to stay at my school always.

There are no right or wrong answers, so respond to each item as honestly as you can. *Do not* write your name on your answer sheet.

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1. Other children bother me when I'm trying to do my school work.

2. My teacher always tries to tell me when she is pleased with my work.

3. My teacher is interested in the things I do outside of school.

4. Each morning I look forward to coming to school.

5. This school has rules like a jail.

6. In my class, my teacher allows us to make many decisions together.

7. My teacher grades too hard.

8. Other children often get me into trouble at school.

9. My teacher doesn't explain things very well.

10. My teacher listens to what I have to say.

11. It is hard for me to stay happy at school because I wish I could be somewhere else.

12. There are many different activities at school from which I can choose what I would like to do.

13. When I do something wrong at school, I know I will get a second chance.

14. My teacher gives me work that's too easy because she's lazy.

15. I often must do what my friends want me to do.

16. My teacher tries to make school interesting to me.

17. Most school days seem like they will never end.

18. My teacher does not care about me.

19. I don't like having to go to school.

20. The grown-ups at my school are friendly.

21. My teacher gives me as many chances as other children to do special jobs in my classroom.

22. The other children in my class are not friendly toward me.

23. My teacher tries very hard to help me understand hard schoolwork.

24. I like to do my homework.

25. My teacher doesn't understand me.

26. I often wish I was somebody who doesn't have to go to school.

27. This school has events all the time that make me happy I attend school here.

28. My teacher treats me fairly.

29. My teacher tries to make sure I understand what she wants me to do.

30. I really like working with the other children in my class.

31. I'm afraid to tell my teacher when I don't understand something.

32. I feel good when I'm at school because it's fun.

33. I get scared when I have to go to the office at school.

34. My teacher unfairly punishes the whole class.

35. My teacher doesn't give very good tests.

36. School is a good place for making friends.

37. My teacher tries to do things that the class enjoys.

38. I like trying to work difficult puzzles.

39. I'm scared of my teacher because she can be mean to us.

40. I like to stay home from school.

41. When I have a problem on the playground at recess, I know I can find someone to help me.

42. I don't like most of the children in my class.

43. My teacher is not very friendly with the children.

44. The biggest reason I come to school is to learn.

45. My school looks nice.

46. My teacher grades me fairly.

47. I think a new child could make friends easily in my class.

48. I feel like my teacher doesn't like me when I do something wrong.

49. My class is too crowded.

50. When a new child comes into our class, my friends and I try very hard to make him or her feel happy.

51. My teacher likes some children better than others.

52. I feel unhappy if I don't learn something new in school each day.

53. When I do something wrong, my teacher corrects me without hurting my feelings.

54. I like school because there are so many fun things to do.

55. My school doesn't have very many supplies for us to use.

56. My teacher would let the class plan an event alone.

57. My teacher is often too busy to help me when I need help.

58. It would be nice if I never had to come back to school again after today.

59. My teacher doesn't want to hear the children's ideas on classroom rules and behavior.

60. My teacher usually explains things too slowly.

61. Older children often boss my friends and me around at my school.

62. I don't think there is very much to do at this school.

63. My teacher bosses the children around.

64. My teacher gets angry if the class isn't quiet.

65. My teacher usually doesn't know what to do in class.

66. I like my teacher because he (she) is understanding when things go wrong.

67. If I had a problem outside of school I could go to my teacher for help.

68. My teacher cares about the feelings of the pupils in his (her) class.

69. My teacher doesn't care what happens to me outside of school.

70. My teacher is usually grouchy in class.

71. I have my own group of friends at school.

72. I like to work with other children on class projects.

73. Learning new things is not very much fun.

74. When my schoolwork is hard I don't feel like doing it.

75. I don't do very much reading on my own.

76. Almost everything I learn in school is dull.

77. I don't care what scores I get on my schoolwork.

78. I would rather do almost anything else than study.

79. I'm very happy when I'm at school.

80. School is exciting.

81. I don't like school because it's too much work.

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ANSWER SHEET

	A True	B Untrue		A True	B Untrue		A True	B Untrue
1.	::	::	28.	::	::	55.	::	::
2.	::	::	29.	::	::	56.	::	::
3.	::	::	30.	::	::	57.	::	::
4.	::	::	31.	::	::	58.	::	::
5.	::	::	32.	::	::	59.	::	::
6.	::	::	33.	::	::	60.	::	::
7.	::	::	34.	::	::	61.	::	::
8.	::	::	35.	::	::	62.	::	::
9.	::	::	36.	::	::	63.	::	::
10.	::	::	37.	::	::	64.	::	::
11.	::	::	38.	::	::	65.	::	::
12.	::	::	39.	::	::	66.	::	::
13.	::	::	40.	::	::	67.	::	::
14.	::	::	41.	::	::	68.	::	::
15.	::	::	42.	::	::	69.	::	::
16.	::	::	43.	::	::	70.	::	::
17.	::	::	44.	::	::	71.	::	::
18.	::	::	45.	::	::	72.	::	::
19.	::	::	46.	::	::	73.	::	::
20.	::	::	47.	::	::	74.	::	::
21.	::	::	48.	::	::	75.	::	::
22.	::	::	49.	::	::	76.	::	::
23.	::	::	50.	::	::	77.	::	::
24.	::	::	51.	::	::	78.	::	::
25.	::	::	52.	::	::	79.	::	::
26.	::	::	53.	::	::	80.	::	::
27.	::	::	54.	::	::	81.	::	::

SCORING TEMPLATE

	A True	B Untrue		A True	B Untrue		A True	B Untrue
1.		○ P	28.	○ T		55.		○ S
2.	○ T		29.	○ T		56.	○ T	
3.	○ T		30.	○ P		57.		○ T
4.	○ G		31.		○ T	58.		○ G
5.		○ S	32.	○ G		59.		○ T
6.	○ T		33.		○ S	60.		○ T
7.		○ T	34.		○ T	61.		○ P
8.		○ P	35.		○ T	62.		○ S
9.		○ T	36.	○ P		63.		○ T
10.	○ T		37.	○ T		64.		○ T
11.		○ G	38.	○ L		65.		○ T
12.	○ S		39.		○ T	66.	○ T	
13.	○ S		40.		○ G	67.	○ T	
14.		○ T	41.	○ S		68.	○ T	
15.		○ P	42.		○ P	69.		○ T
16.	○ T		43.		○ T	70.		○ T
17.		○ G	44.	○ L		71.	○ P	
18.		○ T	45.	○ S		72.	○ P	
19.		○ G	46.	○ T		73.		○ L
20.	○ S		47.	○ P		74.		○ L
21.	○ T		48.		○ T	75.		○ L
22.		○ P	49.		○ S	76.		○ L
23.		○ T	50.	○ P		77.		○ L
24.	○ L		51.		○ T	78.		○ L
25.		○ T	52.	○ L		79.	○ L	
26.		○ G	53.	○ T		80.	○ L	
27.	○ S		54.	○ G		81.		○ L

SCHOOL SENTIMENT INDEX

Secondary Level

Description and Rationale

The School Sentiment Index consists of 82 statements regarding various aspects of school, to which students respond by indicating either strong agreement, agreement, disagreement or strong disagreement to each. This self report device attempts to secure in a rather straightforward fashion, a student's responses to statements which pertain to five aspects of attitude toward school. Examples of each dimension (for which subscale scores may be obtained) are: (1) Teacher: "My teachers give assignments which are too difficult." (mode of instruction); "My teachers allow students some choice in what they study in class." (authority and control); "My teachers are interested in the things I do outside of school." (interpersonal relationships). (2) Learning: "I often buy books with my own money." (3) School structure and climate: "I enjoy the social life here." (4) Peer: "Students here aren't very friendly." (5) General: "Each morning I look forward to coming to school." From these examples it can be seen that if a student wished to answer untruthfully, in such a way that his responses might be viewed in a better light, it would not be too difficult to do so. Such tendencies to supply false responses can be minimized by utilizing as the administrator a person other than the classroom teacher, and by administering the measure anonymously.

Items representing each subscale are as follows:

- Teacher:
  - Mode of Instruction: Items 1, 8, 10, 17, 19, 25, 32, 33, 37, 40, 44, 49, 56, 75, 80
  - Authority and Control: Items 6, 15, 38, 42, 43, 59, 61, 67, 71, 74
  - Interpersonal Relationship with Students: Items 3, 12, 21, 28, 46, 47, 51, 57, 65, 72, 77, 79
- Learning: Items 11, 20, 23, 27, 30, 34, 35, 52, 66, 73, 81
- Social Structure and Climate: Items 5, 7, 14, 16, 24, 31, 36, 39, 48, 55, 60, 63, 69, 70, 76
- Peer: Items 9, 18, 26, 41, 45, 50, 60, 64
- General: Items 2, 4, 13, 22, 29, 53, 54, 58, 68, 78, 82

Directions for Administration

The School Sentiment Index may be administered in a variety of ways:

1. The entire set of 82 items may be administered and a single score obtained, yielding a global estimate of attitude toward school.
2. The 82 items may be administered, but items representing each subscale may be scored separately, yielding information

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on the attainment of each objective.

3. Only those subscales representing the objective(s) of interest may be administered and scored.

It is expected that students will be able to respond to the 82 statements in approximately 15-20 minutes. If the administrator feels that the students' reading capabilities will prohibit their completing the instrument in this time period, the statements should be read orally to the students.

Before beginning the measure, read the directions orally. Be sure students clearly understand the procedure for completing the instrument.

If the instruments are to be hand scored, the answer sheets provided may be used. If machine scoring is available and is to be used, responses should be recorded on the appropriate answer sheets; additional instructions in the use of the answer sheets may be necessary.

Emphasize that there are no "right" or "wrong" answers. Remind the students that they are not to write their names on the answer sheets. If additional information is needed from students, such as their school or class, ask them to write this information on the answer sheet.

Discourage the students from asking questions regarding subtle interpretations of the statements.

Scoring

Scores may be obtained by assigning points (4, 3, 2, or 1) to each response, as indicated on the scoring template. "Yes" or "no" responses which receive 4 points are those which indicate:

1. A favorable attitude toward aspects of teacher behavior (teacher subscale).
2. An expressed tendency to approach rather than avoid learning-related activities (learning subscale).
3. A favorable attitude toward the social structure and climate of one's school (school social structure and climate subscale).
4. A favorable attitude toward peer relations in the school context (peer subscale).
5. A favorable attitude toward the general notion of "school" (general subscale).

For hand scoring, scoring templates may be prepared by punching out the holes marked on the scoring guide (for all items or for only those items in the subscale(s) of interest). The template may then be placed over the student's response sheet and point values recorded for responses appearing through the punched holes.

Average scores for a group of students for the entire measure or for a particular subscale may be computed by summing the scores for all pupils and dividing by the number of pupils in the group.

SCHOOL SENTIMENT INDEX

Secondary Level

Directions: For each statement, indicate the extent to which you agree or disagree by marking the answer sheet:

A) if you strongly agree

B) if you agree

C) if you disagree

D) if you strongly disagree

For Example:

1. My classes are too easy.

If you disagree with the statement you should mark C on the answer sheet as follows:

1. A B C D
⁞ ⁞ ● ⁞

There are no right or wrong answers, so respond to each item as honestly as you can. Do not write your name on your answer sheet.

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1. Most of my teachers try to explain to me why I deserve the grades I earn on assignments and tests.
2. I do my best in school because I can get ahead in the world with a good education.
3. Most of my teachers seem interested in the things I do outside of school.
4. Each morning I look forward to coming to school.
5. My school has too many rules.
6. Most of my teachers do not allow students much choice in what they study in class.
7. I often feel rushed and nervous at school.
8. Most of my teachers give assignments that are too difficult.
9. Students here are not as friendly as in other schools.
10. Most of my teachers try to make their subjects interesting to me.
11. I hate having to do homework.
12. My teachers are interested in what I have to say.
13. It is clear to me why I shouldn't drop out of school.
14. This school is run like a prison.
15. In most of my classes, I have the opportunity to choose assignments which are most interesting to me.
16. I have signed up for a subject just because it seemed like it would be interesting.
17. Most of my teachers give assignments that are just busywork.
18. I enjoy working on class projects with other students.
19. Most of my teachers really like their subjects.
20. I would rather play a game that I already know than learn a new one.
21. Most of my teachers seem personally concerned about me.
22. I enjoy learning in school more than learning on my own.

23. I don't usually enjoy working on puzzles and trying to solve difficult problems.

24. I think there is too much pressure in school.

25. Most of my teachers will accept suggestions from their students.

26. School is a good place for making friends.

27. I like the challenge of a difficult assignment.

28. Most of my teachers don't try very hard to understand young people.

29. Skipping school whenever I can doesn't really bother me.

30. I find it difficult to start working on my assignments until they are almost due.

31. I'm very interested in what goes on at this school.

32. Most of the decisions in my classes are made by the teachers.

33. My teachers ask me to memorize too many facts.

34. There are other reasons for going to school besides just learning.

35. There are important subjects not taught in school now which I would be interested in taking if they were offered.

36. Students have voice in determining how this school is run.

37. Most of my teachers have encouraged me to think for myself.

38. I think most of my teachers are fair to me.

39. I generally try to get involved in many school activities.

40. Most of my teachers give me some idea of what will be on their tests.

41. I really like most of the kids at this school.

42. My teachers don't allow me to be as creative as I am able to be.

43. Most of my teachers do not recognize my right to a different opinion.

44. It would be difficult to get the most popular kids in school to include those who aren't as popular in their activities.

45. Even if I wanted to join certain groups here at school, I just wouldn't be accepted.

46. I enjoy talking to many of my teachers after class.

47. Most of my teachers are critical of the way young people dress or talk.

48. In order to win an office at this school you've got to be in the right crowd.

49. Many of my teachers frequently show a lack of preparation.

50. It isn't difficult for a new student to find friends here.

51. Many of my teachers could be trusted if I discussed a personal problem with them.

52. My favorite classes, regardless of subject, are those in which I learn the most.

53. School is important to me because I find many of the things I learn are useful outside of school.

54. School is just a place to keep kids off the street.

55. Our school is so large, I often feel lost in the crowd.

56. I usually get the grade I deserve in a class.

57. Teachers are usually the friendliest with the bright students.

58. I try to do good work in my classes, because you never know when the information will be useful.

59. Most of my teachers are still fair with me as a person even when I've done poorly on my school work.

60. There are enough different groups here at school for any type of student to find friends.

61. Most of my teachers make it clear about how much the students can "get away with" in class.

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62. I enjoy the social life here.

63. Everyone knows who the real losers in this school are.

64. There are many closed groups of students here.

65. Most of my teachers like working with young people.

66. Sometimes I just can't put a book down until I'm finished with it.

67. Most of my teachers are too concerned with discipline sometimes.

68. It is difficult for me to see my education as a stepping stone to future success.

69. At school, other people really care about me.

70. If I thought I could win, I'd like to run for an elected student body office.

71. Most of my teachers will discuss any changes made to my grade.

72. Most of my teachers just don't care about students if they're not going to college.

73. I usually never do more school work than just what is assigned.

74. Most of the teachers at my school cannot control their classes.

75. It is possible to be popular in school and also be an individualist.

76. Lunch time at school is not fun.

77. Many of my teachers are often impatient.

78. If I had the choice, I wouldn't go to school at all.

79. Many of my teachers have "pets".

80. Most of my teachers often waste too much time explaining things.

81. Occasionally I have discovered things on my own that were related to some of my school subjects.

82. If school were more related to the skills I'll need after I graduate, I might be more interested.

ANSWER SHEET

	A	B	C	D		A	B	C	D		A	B	C	D
1.	::	::	::	::	29.	::	::	::	::	57.	::	::	::	::
2.	::	::	::	::	30.	::	::	::	::	58.	::	::	::	::
3.	::	::	::	::	31.	::	::	::	::	59.	::	::	::	::
4.	::	::	::	::	32.	::	::	::	::	60.	::	::	::	::
5.	::	::	::	::	33.	::	::	::	::	61.	::	::	::	::
6.	::	::	::	::	34.	::	::	::	::	62.	::	::	::	::
7.	::	::	::	::	35.	::	::	::	::	63.	::	::	::	::
8.	::	::	::	::	36.	::	::	::	::	64.	::	::	::	::
9.	::	::	::	::	37.	::	::	::	::	65.	::	::	::	::
10.	::	::	::	::	38.	::	::	::	::	66.	::	::	::	::
11.	::	::	::	::	39.	::	::	::	::	67.	::	::	::	::
12.	::	::	::	::	40.	::	::	::	::	68.	::	::	::	::
13.	::	::	::	::	41.	::	::	::	::	69.	::	::	::	::
14.	::	::	::	::	42.	::	::	::	::	70.	::	::	::	::
15.	::	::	::	::	43.	::	::	::	::	71.	::	::	::	::
16.	::	::	::	::	44.	::	::	::	::	72.	::	::	::	::
17.	::	::	::	::	45.	::	::	::	::	73.	::	::	::	::
18.	::	::	::	::	46.	::	::	::	::	74.	::	::	::	::
19.	::	::	::	::	47.	::	::	::	::	75.	::	::	::	::
20.	::	::	::	::	48.	::	::	::	::	76.	::	::	::	::
21.	::	::	::	::	49.	::	::	::	::	77.	::	::	::	::
22.	::	::	::	::	50.	::	::	::	::	78.	::	::	::	::
23.	::	::	::	::	51.	::	::	::	::	79.	::	::	::	::
24.	::	::	::	::	52.	::	::	::	::	80.	::	::	::	::
25.	::	::	::	::	53.	::	::	::	::	81.	::	::	::	::
26.	::	::	::	::	54.	::	::	::	::	82.	::	::	::	::
27.	::	::	::	::	55.	::	::	::	::					
28.	::	::	::	::	56.	::	::	::	::					

SCORING TEMPLATE

	A	B	C	D
1.	4	3	2	1
2.	4	3	2	1
3.	1	3	2	1
4.	4	3	2	1
5.	1	2	3	4
6.	1	2	3	4
7.	1	2	3	4
8.	1	2	3	4
9.	1	2	3	4
10.	4	3	2	1
11.	1	2	3	4
12.	4	3	2	1
13.	4	3	2	1
14.	1	2	3	4
15.	4	3	2	1
16.	4	3	2	1
17.	1	2	3	4
18.	4	3	2	1
19.	4	3	2	1
20.	4	3	2	1
21.	4	3	2	1
22.	4	3	2	1
23.	1	2	3	4
24.	1	2	3	4
25.	4	3	2	1
26.	4	3	2	1
27.	4	3	2	1
28.	1	2	3	4
29.	1	2	3	4
30.	1	2	3	4
31.	4	3	2	1
32.	1	2	3	4
33.	1	2	3	4
34.	4	3	2	1
35.	4	3	2	1
36.	4	3	2	1
37.	4	3	2	1
38.	4	3	2	1
39.	4	3	2	1
40.	4	3	2	1
41.	4	3	2	1
42.	1	2	3	4
43.	1	2	3	4
44.	1	2	3	4
45.	1	2	3	4
46.	4	3	2	1
47.	1	2	3	4
48.	1	2	3	4
49.	1	2	3	4
50.	4	3	2	1
51.	4	3	2	1
52.	4	3	2	1
53.	4	3	2	1
54.	1	2	3	4
55.	1	2	3	4
56.	4	3	2	1
57.	1	2	3	4
58.	4	3	2	1
59.	4	3	2	1
60.	4	3	2	1
61.	4	3	2	1
62.	4	3	2	1
63.	1	2	3	4
64.	1	2	3	4
65.	4	3	2	1
66.	4	3	2	1
67.	1	2	3	4
68.	1	2	3	4
69.	4	3	2	1
70.	4	3	2	1
71.	4	3	2	1
72.	1	2	3	4
73.	1	2	3	4
74.	1	2	3	4
75.	4	3	2	1
76.	1	2	3	4
77.	1	2	3	4
78.	1	2	3	4
79.	1	2	3	4
80.	1	2	3	4
81.	4	3	2	1
82.	1	2	3	4

SECTION B

Group Climate

GROUP-CLIMATE INVENTORY

Directions: Think about how your fellow group members as a whole normally behave toward you. Within the parentheses in front of the items below place the letter that corresponds to your perceptions of their behavior.

A -- They can always be counted on to behave this way.

T -- Typically I would expect them to behave this way.

U -- I would usually expect them to behave this way.

S -- They would seldom behave this way.

R -- They would rarely behave this way.

N -- I would never expect them to behave this way.

I would expect my fellow group members to:

1. (____) level with me.
2. (____) get the drift of what I am trying to say.
3. (____) interrupt or ignore my comments.
4. (____) accept me for what I am.
5. (____) feel free to let me know when I "bug" them.
6. (____) misconstrue things I say or do.
7. (____) be interested in me.
8. (____) provide an atmosphere in which I can be myself.
9. (____) keep things to themselves to spare my feelings.
10. (____) perceive what kind of person I really am.
11. (____) include me in what's going on.
12. (____) act "judgmental" with me.
13. (____) be completely frank with me.
14. (____) recognize when something is bothering me.
15. (____) respect me, apart from my skills or status.
16. (____) ridicule or disapprove of my peculiarities.

GROUP CLIMATE:

What was the general group atmosphere? Check a place on each scale:

Formal ______ ______ ______ ______ Informal

Competitive ______ ______ ______ ______ Cooperative

Hostile ______ ______ ______ ______ Supportive

Inhibited ______ ______ ______ ______ Permissive

Open ______ ______ ______ ______ Closed

GROUP EFFECTIVENESS:

Answer the items according to your own opinions about the meetings. There are no right answers. Circle the number on the scale that corresponds to your opinion.

1. Goals of the meetings:

Poor ----1----------2----------3----------4----------5---- Good

(unclear; diverse; conflicting; unacceptable)	(clear; shared by all endorsed with enthusiasm)

2. Participation in the meetings:

Poor ----1----------2----------3----------4----------5---- Good

(few dominate; some passive; some not listened to; several talk at once or interrupt)	(all get in; all are are really listened to; open and lively discussion)

3. Leadership of the meetings:

Poor ----1----------2----------3----------4----------5---- Good

(group needs for leadership not met; group depends too much on one or a few persons; no direction or no leadership)	(a sense of direction; leaders allowed to emerge as needs for leadership arise; everyone feels free to volunteer to lead)

4. Decisions made during the meetings:

Poor ----1----------2----------3----------4----------5---- Good

(no decisions were made; decisions were made to which I feel uncommitted; bad decisions were made)	(good decisions were made; everyone felt a part of the decision making process; people feel committed to the decision)

5. Your feelings during the meetings:

Poor ----1----------2----------3----------4----------5---- Good

(I was unable to express my feelings; my feelings were ignored; my feelings were criticized)	(I freely expressed my feelings; I felt support from the participants)

6. Organization of the meetings:

Poor ----1----------2----------3----------4----------5---- Good

(it was chaotic; it was too tightly controlled; very poorly done; I felt manipulated)	(it was very well organized; it was flexable to enough so we were able to influence it; all went smoothly)

7. Relationship among meeting participants:

Poor ----1----------2----------3----------4----------5---- Good

(my relationship with them is the same as before; I feel antagonistic towards many of them; I don't trust them; there is little potential for a future relationship)	(our relationship is much improved; I trust them more than I did prior to the session; I feel I got to know and understand many of them better; there is good potential for the future)

8. Attitude about the meetings:

Poor ----1----------2----------3----------4----------5---- Good

(boring; it was a waste of time; I don't like the way it was presented; dislike it)	(interesting; was helpful; liked it)

9. Content of the meetings

Poor ----1----------2----------3----------4----------5---- Good

(uninstructional; did not learn much; not informative; too much process; not enough content)	(learned a lot; was informative; I'll be able to use the content; content appropriate to our needs)

10. Productivity of the meetings:

Poor ----1----------2----------3----------4----------5---- Good

(didn't accomplish much; no useful ideas emerged; it got us nowhere)	(got a lot done; very fruitful; something will come of this session)

SECTION C

Principal's Role

Name of School ________________

PROFILE OF A SCHOOL

PRINCIPALS

This questionnaire is designed to learn more about how teachers and school principals can best work together.

If the results are to be helpful, it is important that you answer each question as thoughtfully and frankly as possible. This is not a test, and there are no right or wrong answers.

When questions are asked about teachers or students in general, answer the questions as a description of the average situation or reaction you have experienced.

The answers to the questions will be processed by a computer which will summarize the responses in statistical form so that individuals cannot be identified.

To ensure complete confidentiality, please do not write your name anywhere on the answer sheet.

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PROFILE OF A SCHOOL — PRINCIPALS

1. Who feels responsible for achieving high performance goals for your school?	Principal only	Principal and some teachers	Principal most teachers and some students	Principal teachers and most students
	(1) (2)	(3) (4)	(5) (6)	(7) (8)
2. Who holds high performance goals for your school?	Principal only	Principal and some teachers	Principal most teachers some students, some parents	Principal, teachers, most students, many parents
	1) (2)	(3) (4)	(5) (6)	(7) (8)
3. How much influence do you think teachers have on academic and non-academic matters in your school?	Very little	Some	Quite a bit	A great deal
	(1) (2)	(3) (4)	(5) (6)	(7) (8)
How much influence do you think your students have in your school on:				
4. academic matters?	Very little	Some	Quite a bit	A great deal
	(1) (2)	(3) (4)	(5) (6)	(7) (8)
5. non-academic matters?	(1) (2)	(3) (4)	(5) (6)	(7) (8)
6. How much influence do you think principals have on academic and non-academic school matters?	Very little	Some	Quite a bit	A great deal
	(1) (2)	(3) (4)	(5) (6)	(7) (8)
7. At what level are decisions made about academic school matters?	All or almost all decisions made by board, supt. and staff	Largely by board, supt. and staff: some by principals	Board policy by board, Supt. and staff. More specific decisions made at lower levels	Throughout school system: principal, teachers, and students participating in decisions affecting them
	(1) (2)	(3) (4)	(5) (6)	(7) (8)

8. To what extent are teachers involved in major decisions related to their work?	Very little		Practically never involved, occasionally consulted		Usually consulted but ordinarily not involved		Fully involved in decisions related to their work	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
9. How often do you use group meetings to solve problems?	Rarely		Sometimes, with some chance for group reaction		Frequently and using ideas from group members		Very frequently; decisions usually by consensus	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
10. In your school, is it "every man for himself" or do principal, teachers and students work as a team?	Every man for himself		Relatively little cooperative teamwork		A moderate amount of cooperative teamwork		A very substantial amount of cooperative teamwork	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
11. What is the character and amount of interaction in your school between you and teachers?	Very little interaction usually with fear and distrust		Little interaction; principal usually maintains distance from teachers		Moderate interaction; often with fair amount of confidence and trust		Extensive friendly interaction with high degree of confidence and trust	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
12. How often do you seek to be friendly and supportive to teachers?	Rarely		Sometimes		Frequently		Almost always	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
13. How much confidence and trust do you have in your teachers?	Very little		Some		Quite a bit		A great deal	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

14. How often do you seek to be friendly and supportive to your students?	Rarely	Sometimes	Frequently	Almost always
	(1) (2)	(3) (4)	(5) (6)	(7) (8)
15. How much do your teachers feel that you are trying to help them with their problems?	Very little	Some	Quite a bit	A great deal
	(1) (2)	(3) (4)	(5) (6)	(7) (8)
How free do your teachers feel to talk to you about:				
16. non-academic school matters such as student activities, rules of conduct, and discipline?	Not free	Slightly free	Quite free	Very free
	(1) (2)	(3) (4)	(5) (6)	(7) (8)
17. academic matters such as their work, course content, teaching plans and methods?	(1) (2)	(3) (4)	(5) (6)	(7) (8)
18. What is the direction of the flow of information about academic and non-academic school matters?	Downward from principal to teacher to students	Mostly downward	Down and up	Down, up, between teachers and between students
	(1) (2)	(3) (4)	(5) (6)	(7) (8)
19. How do teachers view communication from you and the administration?	Communications viewed with great suspicion	Some accepted some viewed suspicion	Usually accepted; sometimes cautiously	Almost always accepted. If not, openly and candidly questioned
	(1) (2)	(3) (4)	(5) (6)	(7) (8)

20. How accurate is upward communication in your school?	Usually inaccurate	Often inaccurate	Fairly accurate	Almost always accurate
	(1) (2)	(3) (4)	(5) (6)	(7) (8)
21. How well do you know the problems faced by your teachers?	Not well	Somewhat	Quite well	Very well
	(1) (2)	(3) (4)	(5) (6)	(7) (8)
22. To what extent do you make sure that planning and setting priorities are well done?	Very little	Some	Considerable	Very Great
	(1) (2)	(3) (4)	(5) (6)	(7) (8)
23. To what extent do you try to give teachers useful information and ideas?	Very little	Some	Considerable	Very great
	(1) (2)	(3) (4)	(5) (6)	(7) (8)
24. To what extent do you try to provide teachers with the materials and space they need to do their jobs well?	Very little	Some	Considerable	Very great
	(1) (2)	(3) (4)	(5) (6)	(7) (8)
25. How often do you seek and use your teachers' ideas about academic and non-academic school matters?	Rarely	Sometimes	Frequently	Very frequently
	(1) (2)	(3) (4)	(5) (6)	(7) (8)

How often do you seek
and use your students'
ideas about:

	Rarely		Sometimes		Frequently		frequently	
26. academic matters?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
27. non-academic matters?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

The following questions are for grouping your responses with the responses of other persons of similar background and experience. Your answers will not be used to identify you individually.

28. How long have you been a principal at this school?	0-1 year	2-5 years	5+ years
	(1)	(2)	(3)
29. How many years have you been a principal?	0-1 year	2-5 years	5+ years
	(1)	(2)	(3)

30. Age:	25 year or under	26-35 years	36-45 years	46-55 years	56 years or over
	(1)	(2)	(3)	(4)	(5)

Name of School: ____________________

Grade Level: ( ) Primary (K-3)
( ) Intermediate (4-6)

PROFILE OF A SCHOOL

TEACHERS

This questionnaire is designed to learn more about how teachers and school principals can best work together.

If the results are to be helpful, it is important that you answer each question as thoughtfully and frankly as possible. This is not a test, and there are no right or wrong answers.

The answers to the questions will be processed by a computer which will summarize the responses in statistical form so that individuals cannot be identified.

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PROFILE OF A SCHOOL — TEACHERS

1. How high are the principal's goals for educational performance?	Low	About Average	Quite High	Very High
	(1) (2)	(3) (4)	(5) (6)	(7) (8)
2. To what extent does the principal feel responsible for seeing that educational excellence is achieved in your school?	Very little	Some	Considerable	Very Great
	(1) (2)	(3) (4)	(5) (6)	(7) (8)
3. How much influence do the teachers have on what goes on in your school?	Very little	Some	Quite a bit	A great deal
	(1) (2)	(3) (4)	(5) (6)	(7) (8)
How often are students' ideas sought and used by the principal about:				
4. academic matters?	Rarely	Sometimes	Often	Very Often
	(1) (2)	(3) (4)	(5) (6)	(7) (8)
5. non-academic matters?	(1) (2)	(3) (4)	(5) (6)	(7) (8)
6. How much information does the principal have on what goes on in your school?	very little	Some	Quite a bit	A great deal
	(1) (2)	(3) (4)	(5) (6)	(7) (8)
7. Are decisions made at the best levels for effective performance?	At much too high levels	At somewhat too high level	At quite satisfactory levels	At the best levels
	(1) (2)	(3) (4)	(5) (6)	(7) (8)

8. To what extent are you involved in major decisions related to your work?	Very little	Some	Considerable	Very great
	(1) (2)	(3) (4)	(5) (6)	(7) (8)
9. How often does the principal use small group meetings to solve school problems?	Rarely	Sometimes	Often	Very often
	(1) (2)	(3) (4)	(5) (6)	(7) (8)
10. In your school, is it "every man for himself" or do principals, teachers, and students work as a team?	Every man for himself	Little cooperative teamwork	A moderate amount of cooperative teamwork	A very great amount of cooperative teamwork
	(1) (2)	(3) (4)	(5) (6)	(7) (8)
11. In your school, how are conflicts between departments usually resolved?	Usually ignored	Appealed but not resolved	Resolved by principal	Resolved by all those affected
	(1) (2)	(3) (4)	(5) (6)	(7) (8)
12. How often do you see the principal's behavior as friendly and supportive?	Rarely	Sometimes	Often	Very often
	(1) (2)	(3) (4)	(5) (6)	(7) (8)
13. How much confidence and trust does the principal have in you?	Very little	Some	Quite a bit	A great deal
	(1) (2)	(3) (4)	(5) (6)	(7) (8)

14. How much do you feel that the principal is interested in your success as a teacher?	Very little	Some	Quite a bit	A great deal
	(1) (2)	(3) (4)	(5) (6)	(7) (8)
15. How much does the principal try to help you with your problems?	Very little	Some	Quite a bit	A great deal
	(1) (2)	(3) (4)	(5) (6)	(7) (8)
16. To what extent is communication open and candid between principal and teachers?	Very little	Some	Considerable	Very great
	(1) (2)	(3) (4)	(5) (6)	(7) (8)
17. To what extent are decision makers aware of problems, particularly at lower levels?	Very little	Some	Considerable	Very great
	(1) (2)	(3) (4)	(5) (6)	(7) (8)
18. What is the direction of the flow of information about academic and non-academic school matters?	From the top down	Mostly down	Down and up	Down, up and laterally
	(1) (2)	(3) (4)	(5) (6)	(7) (8)
19. How do you view communications from the principal?	Viewed with great suspicion	Some viewed with suspicion, some with trust	Usually viewed with trust	Almost always viewed with trust
	(1) (2)	(3) (4)	(5) (6)	(7) (8)

20. How accurate is upward communication to the principal?

Usually inaccurate		Often inaccurate		Fairly accurate		Almost always accurate	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

21. How well does the principal know the problems faced by the teachers?

Not well		Somewhat well		Quite well		Very well	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

22. To what extent does the principal make sure that planning and setting priorities are priorities are done well?

Very little		Some		Considerable		Very great	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

23. To what extent does the principal give you useful information and ideas?

Very little		Some		Considerable		Very great	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

24. To what extent does the principal try to provide you with material, equipment and space you need to do your job well?

Very little		Some		Considerable		Very great	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

25. How often does the principal seek and use your ideas about academic matters?

Rarely		Sometimes		Often		Very often	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

26. How often does the principal seek and use your ideas about non-academic matters?	Rarely		Sometimes		Often		Very often	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

27. How free do you feel to talk to the principal about school matters?	Not free		Somewhat free		Quite free		Very free	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

The following questions are for grouping your responses with the responses of other persons of similar background and experience. Your answers will not be used to identify you individually.

1. How long have you taught at this school?	0-1 year	2-5 years	5+ years
	(1)	(2)	(3)

2. How many years experience have you had as a primary teacher (grades K-3)	0-1 year	2-5 years	5+ years
	(1)	(2)	(3)

3. How many years experience have you had as an intermediate teacher (grades 4-6?)	0-1 year	2-5 years	5+ years
	(1)	(2)	(3)

4. How long have you worked with the principal presently assigned to your school?	0-1 year	2-5 years	5+ years
	(1)	(2)	(3)

5. Age:	25 years or under	26-35 years	36-45 years	46-55 years	56 years or over
	(1)	(2)	(3)	(4)	(5)

PROFILE OF A SCHOOL — LEADERSHIP QUESTIONNAIRES

	Principal Questionnaires	Item # *	Total Items	Teacher Questionnaires	Item # *	Total Items
GOAL EMPHASIS	Who feels responsible for achieving high performance goals for your school?	1	2	How high are the principal's goals for educational performance?	1	2
	Who holds high performance goals for your school?	2		To what extent does the principal feel responsible for seeing that educational excellence is achieved in your school?		
DECISION-MAKING	How much influence do you think teachers have on academic and non-academic matters in your school?	3	7	How much influence do the teachers have on what goes on in your school?	3	7
	How much influence do you think students have in your school on academic matters?	4		How often are students' ideas sought and used by the principal about academic matters?	4	
	How much influence do you think students have in your school on non-academic matters?	5		How often are students' ideas sought and used by the principal about non-academic matters?	5	
	How much influence do you think principals have on academic and non-academic matters?	6		How much influence does the principal have on what goes on in your school?	6	
	At what level are decisions made about academic school matters?	7		Are decisions made at the best levels for effective performance?	7	
	To what extent are teachers involved in major decisions related to their work?	8		To what extent are you involved in major decisions related to your work?	8	
	How often do you use group meetings to solve school problems?	9		How often does the principal use small group meetings to solve school problems?	9	

* Item number on questionnaire

PROFILE OF A SCHOOL — LEADERSHIP QUESTIONNAIRES

	Principal Questionnaires	Item # *	Total Items	Teacher Questionnaires	Item # *	Total Items
TEAM BUILDING	In your school, is it "every man for himself" or do principal, teachers and students work as a team?	10	2	In your school, is it "every man for himself" or do principal, teachers and students work as a team?	10	2
	What is the character and amount of interaction in your school between you and teachers?	11		In your school, how are conflicts between departments usually resolved?	11	
SUPPORT BY LEADER	How often do you seek to be friendly and supportive to teachers?	12	4	How often do you see the principal's behavior as friendly and supportive?	12	4
	How much confidence and trust do you have in your teachers?	13		How much confidence and trust does the principal have in you?	13	
	How often do you seek to be friendly and supportive to students?	14		How much do you feel that the principal is interested in your success as a teacher?	14	
	How much do your teachers feel that you are trying to help them with their problems?	15		How much does the principal try to help you with your problems?	15	
WORK FACILITATION	How free do your teachers feel to talk to you about non-academic school matters such as student activities, rules of conduct, and discipline?	16	9	To what extent is communication open and candid between principal and teachers?	16	9
	How free do your teachers feel to talk to you about academic matters such as their work, course content, teaching plans and methods?	17		To what extent are decision makers aware of problems, particularly at the lower level?	17	

* Item number on questionnaire

	Principal Questionnaires	Item # *	Total Items	Teacher Questionnaires	Item # *	Total Items
WORK FACILITATION	What is the direction of the flow of information about academic and non-academic school matters?	18		What is the direction of the flow of information about academic and non-academic school matters?	18	
	How do teachers view communications from you and the administration?	19		How do you view communications from the principal?	19	
	How accurate is upward communication in your school?	20		How accurate is upward communication to the principal?	20	
	How well do you know the problems faced by your teachers?	21		How well does the principal know the problems faced by the teachers?	21	
	To what extent do you make sure that planning and setting priorities are well done?	22		To what extent does the principal make sure that planning and setting priorities are well done?	22	
	To what extent do you try to give teachers useful information and ideas?	23		To what extent does the principal give you useful information and ideas?	23	
	To what extent do you try to provide teachers with the materials and space they need to do their jobs well?	24		To what extent does the principal try to provide you with the materials, equipment and space you need to do your job well?	24	
LEADER'S RECEPTIVITY TO IDEAS	How often do you seek and use your teachers' ideas about academic and non-academic school matters?	25	3	How often does the principal seek and use your ideas about academic matters?	25	3
	How often do you seek and use your students' ideas about academic matters?	26		How often does the principal seek and use your ideas about non-academic school matters?	26	
	How often do you seek and use your students' ideas about non-academic school matters?	27		How free do you feel to talk to the principal about school matters?	27	
TOTALS:			27			27

* Item Number on Questionnaire

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CLIMATE OF A SCHOOL -- TALLY

LEADERSHIP STYLE -- PRINCIPAL

AREA		Principal Average Response	Teacher Average Response
1	Goal Emphasis		
2	Decision-Making		
3	Team Building		
4	Support by Leader		
5	Work Facilitation		
6	LDR'S Receptivity to Ideas		

PROFILE

AREA	Exploitatitive Authoritative 1 2	Benevolent Authoritative 3 4	Consultative 5 6	Participative 7 8
1				
2				
3				
4				
5				
6				

Teachers: _ _ _ _ _ Principals: ______